Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.

Board Retreat

Wednesday, December 9, 2015

4:00 PM
Call to Order .............................................................. James Fields, Chair

4:05 PM
Strategic Plan Discussion ...........................................James Fields, Chair
................................................................................................Commissioner Mike Hanley
................................................................................................Dr. Susan McCauley, Director
................................................................................................Elizabeth Nudelman, Director

5:30 PM
Consideration of Resolutions .....................................James Fields, Chair
................................................................................................Commissioner Mike Hanley
................................................................................................Elizabeth Nudelman, Director
................................................................................................Dr. Susan McCauley, Director
................................................................................................Margaret MacKinnon, Director

6:00 PM ADJOURN
ISSUE
The board will have an opportunity to discuss its strategic plan draft and to determine next steps toward its development.

BACKGROUND
- The board held retreats in June and September to begin development of its strategic plan.

- During the retreat in September, the board established three strategic priorities, as well as objectives related to each priority.

- Behind this cover memo is a draft document that identifies the draft priorities and related objectives.

- Chair James Fields will be present to brief the board. Commissioner Mike Hanley; Dr. Susan McCauley, Director of Teaching & Learning Support; and Elizabeth Nudelman, Director of School Finance & Facilities, will be present to participate.

OPTIONS
This is an information item.
CURRENT STATE

In partnership with the Department of Education and Early Childhood Development and with support from Governor Walker and state statute, the Alaska State Board of Education will play a vital role in helping set strategic direction for improving statewide student achievement. This strategic shift will tighten alignment between the Board and the Department and improve collaboration and execution of strategic objectives.

MISSION

To ensure quality standards-based instruction to improve academic achievement for all students.
*(Adopted September 2003 per Bylaws of the State Board of Education & Early Development)*

VISION

The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.
*(Adopted September 2003 per Bylaws of the State Board of Education & Early Development)*

STRATEGIC PRIORITIES OVERVIEW

1. Empower local control of educational decisions.
2. Modernize the State’s Educational System.
3. Ensure high-quality educators for Alaska’s children.

GUIDING PRINCIPLES

The Alaska State Board of Education & Early Development will:

- Provide leadership that supports high expectations for Alaska’s students and educational system.
- Support ideas and initiatives that are actionable.
- Establish trust and credibility among every stakeholder and partner involved in the process of improving student achievement.
- Be honest and transparent.

STRATEGIC PRIORITIES - DETAIL

Priority #1: Empower local control of educational decisions.

Alaska maintains a strong commitment to local governance of public schools. The Department of Education strives to support districts and to facilitate improvement without unnecessary or intrusive mandates that undermine local governance, while recognizing its responsibility to monitor compliance with State and federal law.

1.1 Facilitate strong partnerships with and among school districts, educational organizations, and other education stakeholders in pursuit of educational excellence.
1.2 Seek and consider input and feedback regarding State Board decisions that have local impact.

1.3 Review existing state mandates to eliminate unnecessary and/or unfunded mandates when possible.

1.4 Scrutinize and be able to fully justify any additional mandates imposed on school districts.

**Priority #2: Modernize the State’s educational system.**

Young people learn best when the school system adapts to each student, instead of the student adapting to the system. Expanding beyond one-size-fits-all education to multiple options and increased flexibility can personalize the educational experience to meet individual needs and better prepare students for the workplace or post-secondary education. Innovative approaches to education, including effective use of technology, may help to accelerate customized learning, while cutting costs and expanding opportunity and access to education.

2.1 Increase and incentivize options and flexibility to personalize the educational experience for students.

2.2 Encourage innovative use of technology in order to increase access to high-quality coursework, improve efficiency, and amplify learning.

2.3 Encourage and support innovative approaches to Alaska’s educational challenges.

**Priority #3: Ensure high-quality educators for Alaska’s children.**

Teachers and school leaders are the two most important in-school factors contributing to student achievement. Every student deserves to be taught by skillful, dedicated teachers. Every teacher deserves the support of skillful, dedicated administrators. The recruitment, retention, and continuous improvement of teachers and administrators is an ongoing challenge for Alaska’s public schools. The State Board of Education & Early Development is committed to partnership and leadership toward ensuring high-quality educators for Alaska’s students.

3.1 Develop state policy strategies for improving recruitment of highly-qualified teachers and administrators.

3.2 Advocate for mentoring/coaching programs to support early-career teachers and administrators.

3.3 Partner with the University of Alaska to support its Revitalizing Education plan to improve teacher preparation, recruitment, and retention.

3.4 Identify partnering opportunities to support ongoing, high-quality professional learning for teachers and administrators.
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 9, 2015

Retreat

ISSUE

The board is being asked to consider resolutions on four topics: 1) repealing or changing the statute regarding minimum expenditure for instruction; 2) encouraging school districts to cooperate with other school districts to provide more efficient or more economical educational services; 3) retaining the current minimum student count in school funding; and 4) supporting the statewide availability of career and college-readiness assessments.

BACKGROUND

• The board directed the department to draft resolutions for the topics listed above.

• The department has presented for the board’s consideration two draft resolutions concerning the 70% minimum expenditure for instruction. The first draft resolution supports repeal of the statute that requires school districts to spend at least 70% of their operating funds on instruction and, if out of compliance by spending less than 70%, allows them to request a waiver from the board. If a waiver were not granted, funds below the 70% would be deducted from the district.

• The second draft resolution supports lowering the percentage of minimum expenditure to reflect districts’ requesting waivers because of the cost of non-instructional areas such as heating and insurance.

  o The department has identified two patterns that require certain school districts to request a waiver on an annual basis: school districts that have an annual budget of less $3 million and those that spend more than 20% of their budget on operations and maintenance.

  o Fixed costs such as building maintenance, heat, insurance, and other necessary items result in approximately 20 to 25 districts applying for waivers each year. If the minimum expenditure for instruction were set at 60%, approximately one to five districts would request waivers each year.

• The department has presented for the board’s consideration a draft resolution that encourages school districts to cooperate with other districts when necessary to provide more efficient or more economical educational services.

  o Alaska Statute 14.14.115 encourages cooperation between school districts to seek a more efficient or economical delivery of administrative or educational services by providing a one-time cooperative arrangement grant up to $100,000.

• The department has presented for the board’s consideration a draft resolution that supports retaining the minimum student count in the state’s school funding formula.
The current funding formula provides funding as a school when a community has an average daily membership of 10 students. Increasing the minimum student count to 25 would affect nearly 60 schools in over two dozen school districts.

- At the retreat, the department will present to the board a draft resolution supporting the statewide availability of career and college-readiness assessments.

  - Recently, when state statute required high school students to take a state-funded career and college-readiness assessment as a condition of graduating, the department worked with schools to be able to provide the SAT and/or ACT in their community.

  - The requirement to take a career and college-readiness assessment, and the related state funding, will end on June 30, 2016.

- Behind this cover memo are: 1) two (2) proposed resolutions on the minimum expenditure for instruction and district cooperation; 2) a copy of Alaska Statute 14.17.520; 3) a spreadsheet of the Operating Fund Minimum Expenditure for Instruction Summary; 4) the proposed resolution on cooperative agreements among school districts; 5) a copy of Alaska Statute 14.14.115; and 6) the proposed resolution on retaining the current minimum student count in school funding. The proposed resolution on the statewide availability of career and college-readiness assessments will be distributed at the retreat.

- Elizabeth Nudelman, Director of School Finance; Dr. Susan McCauley, Director of Teaching & Learning Support; and Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.
Resolution of the State Board of Education & Early Development

Repeal of Minimum Expenditure for Instruction

Resolution __-____

WHEREAS, the State of Alaska now has in place a system of accountability for schools and school districts; and

WHEREAS, the accountability system uses assessments to measure school and school district progress in English language arts and mathematics in subgroups of students and in the student body as a whole in grades 3 through 10; and

WHEREAS, the accountability system is accompanied by regulations specifying actions that schools and districts must take to improve; and

WHEREAS, the Alaska Department of Education & Early Development has in place programs and services designed to assist schools and districts to improve; and

WHEREAS, since 1998 Alaska Statute 14.17.520 requires that at least 70 percent of school districts’ operating fund expenditures be spent on instruction; and

WHEREAS, the districts and department consume staff time each year reviewing districts’ instructional budgets, expenditures and requests for waivers, and preparing an annual report to the legislature; and

WHEREAS, the minimum expenditure requirement also places a burden on the Legislative Budget & Audit Committee to review the districts’ waiver requests; and

WHEREAS, the department has seen that nearly all districts that request waivers are heavily affected by rising fixed costs in necessary non-instructional areas such as heating;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development supports the repeal of the statutory requirement at AS 14.17.520 that requires districts to spend a minimum of 70 percent of their operating funds on instruction, in acknowledgement that a system of accountability directly tied to student achievement is now in place.

James Fields, Chair
On behalf of the State Board of Education and
Early Development
Resolution of the State Board of Education & Early Development

Minimum Expenditure for Instruction

Resolution __-____

WHEREAS, the State of Alaska now has in place a system of accountability for schools and school districts; and

WHEREAS, the accountability system uses assessments to measure school and school district progress in English language arts and mathematics in subgroups of students and in the student body as a whole in grades 3 through 10; and

WHEREAS, the accountability system is accompanied by regulations specifying actions that schools and districts must take to improve; and

WHEREAS, the Alaska Department of Education & Early Development has in place programs and services designed to assist schools and districts to improve; and

WHEREAS, since 1998 Alaska Statute 14.17.520 requires that at least 70 percent of school districts’ operating fund expenditures be spent on instruction; and

WHEREAS, the districts and department consume staff time each year reviewing districts’ instructional budgets, expenditures and requests for waivers, and preparing an annual report to the legislature; and

WHEREAS, the minimum expenditure requirement also places a burden on the Legislative Budget & Audit Committee to review the districts’ waiver requests; and

WHEREAS, the department has seen that nearly all districts that request waivers are heavily affected by rising fixed costs in necessary non-instructional areas such as heating and insurance;

WHEREAS, the department recognizes that lowering the minimum expenditure for instruction at AS 14.17.520 would provide compliance and efficiencies for the group of districts annually applying for waivers due to fixed non-instructional costs such as heating and insurance;
THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development supports changing the statutory requirement at AS 14.17.520 that districts spend a minimum of 70 percent of their operating funds on instruction, to __ percent, in acknowledgement that districts request waivers because of fixed non-instructional costs such as heating and insurance, and that a system of accountability directly tied to student achievement is in place.

James Fields, Chair
On behalf of the State Board of Education and
Early Development
Alaska Statute 14.17.520


(a) A district shall budget for and spend a minimum of 70 percent of its school operating expenditures in each fiscal year on the instructional component of the district budget.

(b) The commissioner shall reject a district budget that does not comply with (a) of this section and, unless a waiver has been granted by the board under (d) of this section, shall withhold payments of state aid from that district, beginning with the payment for the second full month after rejection and continuing until the school board of the district revises the district budget to comply with (a) of this section.

(c) The commissioner shall review the annual audit of each district for compliance with the expenditure requirements of (a) of this section. If the commissioner determines that a district does not meet those requirements, the commissioner shall advise the district of the determination, calculate the amount of the deficiency, and deduct that amount from state aid paid to the district for the current fiscal year. A deduction in state aid required under this subsection begins with the payment for the second full month after the determination, unless a waiver has been granted by the board under (d) of this section.

(d) A district that has been determined by the commissioner to be out of compliance with the requirements of this section may, within 20 days of the commissioner's determination, request a waiver by the board of the imposition by the commissioner of any reduction in state aid payments under (b) or (c) of this section. The request must be in writing and must include an analysis of the reasons and causes for the district's inability to comply with the requirements of this section. The board may grant the waiver if the board determines that the district's failure to meet the expenditure requirements of this section was due to circumstances beyond the control of the district. The request must also be submitted to the Legislative Budget and Audit Committee, which shall review the district's request and forward the committee's recommendations on it to the board.

(e) The commissioner shall submit an annual report on actions taken by the commissioner or the board under this section to the Legislative Budget and Audit Committee by April 15 of each year.

(f) In this section, "instructional component" includes expenditures for teachers and for pupil support services.
Department of Education & Early Development
Operating Fund M inimum Expenditure for I nstruction Summary

70%
FY 2006
Budget
Alaska Gateway
Aleutian Region
Aleutians East Borough
Anchorage
Annette Island
Bering Strait
Bristol Bay Borough
Chatham
Chugach
Copper River
Cordova City
Craig City
Delta Greely
Denali Borough
Dillingham City
Fairbanks North Star Borough
Galena City
Haines Borough
Hoonah City
Hydaburg City
Iditarod Area
Juneau Borough
Kake City
Kashunamiut
Kenai Peninsula Borough
Ketchikan Gateway Borough
Klawock City
Kodiak Island Borough
Kuspuk
Lake & Peninsula Borough
Lower Kuskokwim
Lower Yukon
Matanuska Susitna Borough
Nenana City
Nome City
North Slope Borough
Northwest Arctic Borough
Pelican City
Petersburg City
Pribilof Islands
Saint Mary's
Sitka Borough
Skagway City
Southeast Island
Southwest Region
Tanana City
Unalaska City
Valdez City

66%
69
66
77
70
71
62
65
74
69
69
79
72
72
72
75
72
69
53
67
62
76
59
70
73
77
68
74
63
65
73
68
77
69
66
64
63
56
71
68
65
78
65
67
67
48
70
71

70%
FY 2006
Audit
63%
72
64
77
71
69
61
65
80
69
69
79
73
70
70
75
70
70
56
60
60
77
59
68
72
77
66
72
61
65
74
69
76
70
64
63
62
55
74
62
62
76
65
60
67
41
72
74

70%
FY 2007
Budget
66%
70
68
78
71
70
64
66
79
68
67
78
74
71
72
75
73
70
60
70
61
77
61
70
74
77
67
74
65
66
71
70
79
70
65
64
63
60
71
64
65
78
67
71
67
48
70
74

70%
FY 2007
Audit
65%
70
64
77
72
66
64
67
76
68
70
78
74
69
70
76
73
70
59
56
62
78
55
70
73
76
65
73
67
65
75
69
78
71
66
64
63
60
71
63
64
77
66
70
65
40
70
76

70%
FY 2008
Budget
63%
72
64
77
70
70
60
67
79
67
67
80
70
68
73
74
71
70
62
71
60
79
54
70
74
74
66
72
62
66
72
70
78
70
62
63
65
59
70
65
62
77
68
72
67
54
71
71

70%
FY 2008
Audit
67%
71
66
80
73
71
61
66
83
70
71
80
72
71
73
78
75
73
63
62
64
80
58
70
75
77
65
74
63
67
75
68
80
74
66
65
67
56
74
66
62
79
74
67
69
51
72
74

70%
FY2009
Budget
66%
68
66
79
70
67
63
66
77
68
69
79
73
70
70
77
70
71
60
58
61
77
59
70
73
76
66
72
64
65
75
67
80
75
64
61
65
59
73
69
62
79
70
69
67
54
70
74

70%
FY 2009
Audit
66%
69
67
79
70
66
60
63
84
66
70
78
72
71
70
77
71
73
62
59
62
78
58
65
74
78
65
73
65
64
74
69
79
75
64
61
61
63
74
67
58
79
71
67
68
49
71
76

70%
FY2010
Budget
67%
63
67
79
70
67
60
65
77
67
71
80
71
68
74
76
70
72
60
55
60
78
58
70
74
77
71
73
62
67
76
67
79
75
65
64
60
61
74
68
61
77
66
68
68
54
72
76

1

70%
FY2010
Audit
67%
63
68
79
70
69
61
67
81
67
71
79
70
71
72
78
71
74
61
55
61
78
57
65
74
77
69
72
61
66
74
67
78
74
64
63
61
56
75
64
47
78
66
67
65
56
72
76

70%
FY2011
Budget
67%
65
66
79
70
67
62
65
81
65
70
76
72
70
74
78
70
72
62
59
60
78
59
70
74
78
72
74
64
65
74
71
79
72
65
65
60
58
74
68
61
77
64
67
66
53
72
75

70%
FY2011
Audit
65%
63
66
79
72
70
61
66
79
65
72
73
70
70
73
78
71
74
65
59
62
78
61
68
74
77
70
74
62
62
75
68
78
73
64
65
62
49
73
61
60
78
65
72
65
54
72
76

70%
FY2012
Budget
70%
67
67
79
73
67
63
64
74
65
71
77
70
72
75
77
71
75
65
60
63
78
60
70
75
78
72
73
66
66
74
70
78
75
66
66
62
62
73
67
61
79
61
67
68
54
72
76

70%
FY2012
Audit
65%
64
67
79
70
69
61
62
78
66
70
77
71
71
74
77
68
76
64
57
65
79
60
66
74
78
68
72
62
65
76
71
78
74
64
65
61
53
72
61
54
78
62
67
67
54
71
77

70%
FY2013
Budget
70%
67
66
80
71
70
64
64
70
66
71
76
71
72
77
78
71
74
66
61
61
79
60
64
76
79
70
74
66
65
78
71
78
73
68
67
66
56
72
64
61
79
63
67
69
62
72
77

70%
FY2013
Audit
68%
66
66
80
72
70
62
66
79
67
70
75
71
74
76
79
69
75
68
61
62
80
61
61
76
80
68
73
66
67
78
70
79
74
66
66
67
45
72
54
55
80
58
65
70
51
72
74

70%
FY2014
Budget
69%
69
68
77
72
70
62
66
78
65
70
75
71
72
75
79
70
74
64
64
61
80
60
63
75
81
70
74
66
67
78
71
78
73
68
66
64
52
73
60
61
80
63
69
70
62
71
76

70%
FY2014
Audit
69%
69
68
80
71
71
60
64
78
67
69
74
72
72
75
79
72
76
64
62
62
80
66
62
75
81
67
74
66
67
78
71
79
74
70
66
65
52
74
64
56
80
64
69
68
58
72
76

70%
FY2015
Budget
69%
67
70
82
74
70
60
68
77
67
72
76
71
72
79
79
73
75
64
69
63
86
65
66
77
82
70
74
64
68
78
72
79
74
69
67
66
52
73
62
64
81
67
71
72
65
72
76

70%
FY2016
Budget
*67%
73
70
79
73
70
*58
*66
77
*64
71
78
72
70
77
77
71
75
*68
*69
*63
77
*62
*64
76
80
*67
71
75
*69
77
70
78
73
*64
*66
*65
*51
72
*64
*63
79
*66
*67
71
*60
72
74


## Operating Fund Minimum Expenditure for Instruction Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrangell City</td>
<td>69</td>
<td>70</td>
<td>68</td>
<td>70</td>
<td>67</td>
<td>71</td>
<td>68</td>
<td>70</td>
<td>69</td>
<td>71</td>
<td>74</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>68</td>
<td>*66</td>
<td>72</td>
<td>*66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yukon City</td>
<td>69</td>
<td>70</td>
<td>71</td>
<td>70</td>
<td>67</td>
<td>70</td>
<td>69</td>
<td>70</td>
<td>69</td>
<td>70</td>
<td>66</td>
<td>70</td>
<td>69</td>
<td>70</td>
<td>72</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yukon/Piaktuk</td>
<td>62</td>
<td>60</td>
<td>62</td>
<td>61</td>
<td>64</td>
<td>65</td>
<td>69</td>
<td>65</td>
<td>67</td>
<td>61</td>
<td>61</td>
<td>61</td>
<td>64</td>
<td>66</td>
<td>64</td>
<td>66</td>
<td>68</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yukon/Koyukuk</td>
<td>66</td>
<td>68</td>
<td>71</td>
<td>67</td>
<td>71</td>
<td>70</td>
<td>67</td>
<td>70</td>
<td>68</td>
<td>71</td>
<td>73</td>
<td>72</td>
<td>70</td>
<td>71</td>
<td>71</td>
<td>72</td>
<td>72</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yup'ik</td>
<td>69</td>
<td>71</td>
<td>68</td>
<td>60</td>
<td>70</td>
<td>70</td>
<td>72</td>
<td>68</td>
<td>70</td>
<td>65</td>
<td>71</td>
<td>*65</td>
<td>70</td>
<td>71</td>
<td>71</td>
<td>68</td>
<td>64</td>
<td>64</td>
<td>67</td>
<td>*68</td>
</tr>
</tbody>
</table>

### Total Waivers

|                | 32             | 24            | 5              | 24            | 3              | 28            | 3              | 27            | 5              | 26            | 3              | 23            | 5              | 23            | 5              | 24            | 3              | 23            | 24            |

**SUMMARY OF PERCENTAGES BY CATEGORY**

- **Districts below 60%**: 53
- **Districts between [60% - 65%)**: 53
- **Districts between [66% - 70%)**: 53
- **Districts at 70% and above**: 53

* Minimum Expenditure for Instruction Percentages for FY1999 and FY2005 Budgets and Audits have been removed.
Resolution of the State Board of Education & Early Development

District Cooperation

Resolution __-____

WHEREAS, the Alaska Department of Education & Early Development and Alaska’s school districts intend to provide educational services in the most efficient and economical manner practicable; and

WHEREAS, Alaska Statute 14.14.115 encourages cooperation between school districts to provide more efficient or economical administrative or educational services by providing for a one-time cooperative arrangement grant up to $100,000; and

WHEREAS, school districts continue to seek opportunities to cooperate to provide more efficient and economical administrative and educational services; and

WHEREAS, school districts continue to enter into cooperative agreements to provide more efficient and economical administrative services; and

WHEREAS, school districts enter into cooperative agreements to provide boarding and educational services to secondary students in other districts;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development supports the consideration of providing funding for the one-time cooperative arrangement grants to be administered by the department in amounts up to $100,000, as provided in Alaska Statute 14.14.115.

James Fields, Chair
On behalf of the State Board of Education and Early Development
Alaska Statute 14.14.115


(a) To encourage cooperative arrangements between school districts to provide more efficient or economical administrative or educational services, a school district may receive a one-time cooperative arrangement grant from the department of up to $100,000.

(b) [Repealed, Sec. 12 ch 42 SLA 1997].

(c) In this section,

(1) "administrative services" and "educational services" have the meanings given in AS 14.14.110 (a);

(2) "district" has the meaning given in AS 14.17.990.
Resolution of the State Board of Education & Early Development

Supporting no change to the minimum student count for school funding

Resolution __-____

WHEREAS, the current funding formula provides funding as a school when a community has an Average Daily Membership (ADM) of ten students; and

WHEREAS, the legislature may consider increasing the minimum student count for school funding to 25 in order to reduce state spending on education; and

WHEREAS, increasing the minimum student count for school funding to 25 would affect nearly 60 schools in over two dozen school districts, with a significantly disparate impact on rural communities and Alaska Natives; and

WHEREAS, a substantial number of the affected students would be elementary and middle school students; and

WHEREAS, the State of Alaska has a constitutional obligation to provide an equitable and adequate education to all Alaska students regardless of where they live; and

WHEREAS, the State of Alaska has the obligation to provide a free appropriate public education to eligible students with disabilities; and

WHEREAS, school closures have additional impacts in small communities;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development respectfully requests the Alaska Legislature to not change the minimum student count for school funding.

James Fields, Chair
On behalf of the State Board of Education and Early Development
Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.

**Thursday, December 10, 2015**

**8:00 AM**

Call to Order and Roll Call .................................................................James Fields, Chair

Pledge of Allegiance .................................................................James Fields, Chair

Adoption of Agenda for December 10, 2015........................James Fields, Chair

Disclosures of potential conflicts of interest..............................James Fields, Chair

**8:15 AM**

Public Comment

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public’s concerns. The board will not engage in discussions with members of the public during the comment period.

Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085. This meeting will be streamed through the Legislative Information Office over [http://www.alaskalegislature.tv/](http://www.alaskalegislature.tv/) beginning at 8:00 AM on December 10, 2015, (audio only). Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 7:55 AM who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

**9:00 AM**
Work Session

9:10 AM
1. Alaska Measures of Progress Discussion .......................Commissioner Mike Hanley
................................................................................................Dr. Susan McCauley, Director
................................................................................................Margaret MacKinnon, Director
10:10 AM    BREAK

10:25 AM
2. History of Loan Forgiveness ...........................................Commissioner Mike Hanley
................................................................................................Diane Barrans, Executive Director
................................................................................................Sondra Meredith, Education Administrator

10:55 AM
3. Alternate Routes to Certification ....................................Commissioner Mike Hanley
................................................................................................Dr. Susan McCauley, Director
................................................................................................Sondra Meredith, Education Administrator

11:25 AM
4. Board Report to the Legislature .................................Commissioner Mike Hanley
................................................................................................Eric Fry, Public Information Officer

11:55 AM    West High School Treble Choir.........................Katy Green, Director

12:20 PM    LUNCH

1:00 PM
5. Early Childhood Education Core Knowledge & Comprehension .......Dr. Susan McCauley, Director
................................................................................................Panu Lucier, Director, System for Early Education Development
................................................................................................Kerry Reardon, SEED Professional Development Committee

1:30 PM
6. Charter Schools .............................................................. Commissioner Mike Hanley
 .......................................................................................... Dr. Susan McCauley, Director

6A. Rilke Schule ......................................................... Dr. Susan McCauley, Director
6B. Anchorage STReaM ................................................... Dr. Susan McCauley, Director

2:00 PM

7. University of Alaska Fairbanks Extension .................... Commissioner Mike Hanley
 .......................................................................................... Dr. Susan McCauley, Director
 .......................................................................................... Sondra Meredith, Education Administrator

2:30 PM BREAK

2:45 PM

8. Executive Session, Student Advisor Selection ............... James Fields, Chair

3:45 PM

9. Executive Session, Commissioner Evaluation ............... James Fields, Chair

4:45 PM RECESS
Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.

Friday, December 11, 2015

8:30 AM
Call to Order and Roll Call .................................................................James Fields, Chair
Adoption of Agenda for December 11, 2015.................................James Fields, Chair
Disclosures of potential conflicts of interest...............................James Fields, Chair

8:45 AM    Work Session continued…
10. Regulations to go out for public comment .....................Commissioner Mike Hanley
    10A. Art Standards............................................................Dr. Susan McCauley, Director

9:00 AM
11. Adoption of Proposed Regulations .................................Commissioner Mike Hanley
    11A. Use of funds in elections ........................................Marcy Herman, Legislative Liaison
          ...........................................................................Luann Weyhrauch, Attorney
    11B. Challenging Courses ...............................................Marcy Herman, Legislative Liaison
    11C. Fetal Alcohol Spectrum Disorder Diagnosis........Dr. Susan McCauley, Director
    11D. Literacy Screening Elimination ..............................Dr. Susan McCauley, Director

11:00 AM   BREAK

11:15 AM   Adoption of Proposed Regulations continued
11E. Teacher Certification ........................................... Dr. Susan McCauley, Director  
............................................................................. Sondra Meredith, Education Administrator  
11F. Participation Guidelines ........................................ Margaret MacKinnon, Director

**12:15 PM**  LUNCH

**Business Meeting**

**12:45 PM**

12. Regulations to go out for public comment ................. Commissioner Mike Hanley

12A. Art Standards ....................................................... Dr. Susan McCauley, Director

**12:55 PM**

13. Regulations to adopt .................................................. Commissioner Mike Hanley

13A. Use of funds in elections ................................. Marcy Herman, Legislative Liaison  
................................................................................... Luann Weyhrauch, Attorney  
13B. Challenging Courses ......................................... Marcy Herman, Legislative Liaison  
13C. Fetal Alcohol Spectrum Disorder Diagnosis ...... Dr. Susan McCauley, Director  
13D. Literacy Screening Elimination ......................... Dr. Susan McCauley, Director  
13E. Teacher Certification ........................................ Dr. Susan McCauley, Director  
13F. Participation Guidelines........................................ Margaret MacKinnon, Director

**1:55 PM**

14. March meeting date (Good Friday) ............................... James Fields, Chair

**2:00 PM**  BREAK

**Standing Reports**

**2:15 PM**

15. Libraries, Archives & Museums Report ................. Commissioner Mike Hanley  
(Written only) ............................................................... Linda Thibodeau, Director

16. Teaching & Learning Support Report ....................... Commissioner Mike Hanley  
............................................................................... Dr. Susan McCauley, Director

**2:30 PM**
17. Assessment & Accountability Report..............................Commissioner Mike Hanley
................................................................................................Margaret MacKinnon, Director

2:45 PM

18. Attorney General’s Report..........................................Commissioner Mike Hanley
................................................................................................Luann Weyhrauch, Attorney

3:00 PM

19. Commissioner’s Report ..............................................Commissioner Mike Hanley

3:15 PM

20. Consent Agenda..........................................................James Fields, Chair

   20A. Approve Strategic Plan
   20B. Approve Cooperative Services Resolution
   20C. Approve 70% Instruction Resolution
   20D. Approve school funding resolution
   20E. Approve career and college readiness resolution
   20F. Approve renewal of the Rilke Schule Charter School
   20G. Approve Anchorage STrEaM Charter School
   20H. Approve minutes of September 16 – 17, 2015 meeting
   20I. Approve minutes of October 9, 2015 meeting
   20J. Approve minutes of October 26, 2015 meeting
   20K. Approve University of Alaska Fairbanks Extension

3:20 PM

Board Comments

4:00 PM    Adjourn
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  

AGENDA Item: 1

♦ ISSUE
The board will receive an overview of the federal and state requirements for statewide summative assessments.

♦ BACKGROUND
• The current Elementary and Secondary Education Act (ESEA) requires that each state implement “a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards,” No Child Left Behind Section 1111(b)(3)(A).

• The Elementary and Secondary Education Act requires of all states a statewide summative assessment aligned to state standards in English language arts and mathematics for students in grades 3-8 and once in high school in grades 10-12, and an assessment aligned to state standards in science for students in grades 4 and 8.

• While Alaska does have a waiver from elements of the Elementary and Secondary Education Act, the requirement to conduct statewide summative assessments is a foundational requirement of the Elementary and Secondary Education Act, not the waiver.

• While states are free to choose an assessment to meet requirements of the Elementary and Secondary Education Act, assessments must undergo a peer review process established by the U.S. Department of Education, which establishes criteria for the technical quality of state assessment systems. States must submit evidence in support of these criteria, which are grouped into six categories: 1) statewide system of standards and assessments; 2) assessment system of operations; 3) validity; 4) other technical quality; 5) inclusion of all students; and 6) academic achievement standards and reporting.

• Alaska state statute requires the department to develop “a comprehensive system of student assessments, composed of multiple indicators of proficiency in language arts and mathematics,” AS 14.07.020(b)(2).
• Alaska state regulation requires the commissioner to “select a standards-based test to test for mastery of the English language arts, mathematics, and science standards,” 4 AAC 06.737.

• When selecting an assessment, the state must follow the state procurement guidelines as set by AS 36.30.005-.995.

• In following that process, the department selected the Achievement and Assessment Institute at the University of Kansas to develop assessments for English language arts and mathematics.

• If the board wishes to discuss contract performance by the current assessment vendor, it would be appropriate to hold that discussion in executive session.

• Dr. Susan McCauley, Director of Teaching & Learning Support; Margaret MacKinnon, Director of Assessment & Accountability; and Dr. Brian Gong, Executive Director of The National Center for the Improvement of Educational Assessment, will be present to brief the board.

♦ OPTIONS
This is an information item. No action is necessary unless the board chooses to move into executive session. If so, the following suggested motion may be used.

♦ SUGGESTED MOTION
I move that the State Board of Education & Early Development convene in executive session to discuss the performance of the assessment vendor under its contract related to the Alaska Measures of Progress assessment. Under the state Open Meetings Act, AS 44.62.310(c)(1), this is a matter the immediate knowledge of which would clearly have an adverse effect upon the finances of the Department of Education & Early Development.
To: Members of the State Board of Education & Early Development
From: Mike Hanley, Commissioner

December 10, 2015

Agenda Item: 2

♦ ISSUE
The board will receive an overview of the history in Alaska of student loan forgiveness for teachers.

♦ BACKGROUND
- During the board strategic planning retreat in September, board members discussed avenues for increasing recruiting and retention of teachers for Alaska’s public schools.

- The board expressed interest in exploring options for student loan forgiveness, particularly for Alaska’s most difficult to fill positions.

- To inform possible future actions or priorities of the board related to its strategic plan, the board will be briefed regarding the history of loan forgiveness in Alaska.

- Behind this cover memo are: 1) a PowerPoint overview of Alaska state loan forgiveness; 2) Alaska school districts with schools identified for the Teacher Cancellation Low Income Directory; and 3) Teacher Education Loan by the Numbers.

- Diane Barrans, Executive Director of the Alaska Commission on Postsecondary Education, and Sondra Meredith, Education Administrator of Teacher Certification, will be present to brief the board.

♦ OPTIONS
This is an information item. No action is necessary.
Alaska Commission on Postsecondary

State Board of Education

Overview of Alaska State Loan Forgiveness

Diane Barrans, Executive Director, ACPE

November 10, 2015

acpe.alaska.gov
Presentation Topics

History of Education Loan Forgiveness in Alaska
Current Federal/State Financial Assistance Programs
Healthcare Providers Incentives Program (SHARP)
Alaska Education Loan Forgiveness

- Alaska education loan program first established in 1968
- From 1968 through 1987—loan terms incl. some loan forgiveness benefit
- Teacher Education Loans established in 1984 to create rural teacher pipeline
- TELs funded by state for initial years but quickly shifted to ASLC bond proceeds
1987-88 ASL forgiveness repealed

1988-2013 ASLC continued to fund TELs w/cap on annual nominations to mitigate cost of loan forgiveness

2014 ASLC can no longer afford TEL funding and statute amended. New TELs again dependent on state funding

ASLC phasing out TEL funding while servicing portfolio
WWAMI graduate medical education

- Repayment provision established in 1999
- Participants must work three to five years in Alaska to discharge obligation
- Was GF through 2015—now DGF (Alaska Higher Education Investment Fund)

Winn Brindle education loan

- Loans are 5% fixed interest w/50% forgiveness available
- Funded by fisheries businesses’ donations into a revolving fund
So how successful was a Loan Forgiveness provision strategy?
ALASKA LOAN FORGIVENESS
AT-A-GLANCE

Program Costs – Write-Offs and Forgiveness

$425 Million Forgivable Loans

$180 Million Non-Forgivable Loans

$76 Million Forgiven

$43 Million Written Off

$73 Million Written Off

$116 Million Written Off
ALASKA LOAN FORGIVENESS
AT-A-GLANCE

56,400 borrowers received a forgivable student loan (numbers rounded)

Benefit Distribution – Loan Forgiveness

- No Loan Forgiveness: 38,500 borrowers (68%)
- 10% - 40% Forgiven: 5,650 borrowers (10%)
- Maximum 50% Forgiven: 12,300 borrowers (22%)

850 of these borrowers later defaulted on a loan
EXHIBIT 2. BORROWERS’ LOAN DEFAULT STATUS

Defaulted
39%
21,879

Did Not Default
61%
34,556

acpe.alaska.gov
TEL Outcomes

ACPE last reviewed in 2014:

• Approx. $25 million awarded to almost 1,400 borrowers
• 19% have received some forgiveness totaling $4.3 million (excluding forgiven interest)
• 27% have defaulted (approx. $5 million)
• $.7 million has been written off as uncollectible
• $9.5 million has been repaid/collectioned
• Remaining borrowers are in some other repayment status
What is currently available for students?
Current financial aid options

- **State Assistance**
  - Alaska Education Grant
  - Alaska Performance Scholarship
  - Alaska Supplemental and Family Education Loans
    - Competitive terms (6.25% w/in state benefit of .5%)
    - No forgiveness provisions and fewer repayment options than federal Stafford Loans
Current financial aid options

- Federal Assistance
  - Teacher Loan Forgiveness/cancellation available on certain Direct/FFEL program loans (Up to $17,500) after five consecutive years of qualified teaching or administering. Higher benefits for highly qualified teachers in math, science or special education
Current financial aid options

- **Federal Assistance**
  - Public Service Loan Forgiveness
    - Available for Direct Loan borrowers
    - Public employment after 2007
    - Qualifying employment at federal, state, local or tribal government or certain tax-exempt NFP organizations
    - Borrowers must make 120 payments while in qualifying employment
    - Forgiveness applies to the outstanding balance of loans following 10 years of repayment
    - Complicated process for maximizing benefits
Other workforce recruitment/retention structures
Alaska’s SHARP Program

- **Supporting Healthcare Access Repayment Program**
  - Support for service approach
  - Authorized in 2010
  - Administered by H&SS’ Health Planning and Systems Development office within Public Health division
  - Leverages federal, state and other funds (tribal, AMHTA, employer match, etc.)
  - Provides monetary incentives in form of direct payments or loan repayment on qualifying education debt
  - Targets specific healthcare professions with hard-to-fill posts due to various demand/supply factors
Alaska’s SHARP Program

- Sites apply to participate
- Subject to funding availability, practitioners are solicited
- Practitioners apply to participate during advertised windows
- SHARP Advisory Council makes selections
- SHARP has two subprograms; SHARP I structured in compliance with federal funding criteria and SHARP II for which there is greater flexibility for site and practitioner criteria
Questions?
### Alaska School Districts with Schools Identified for the Teacher Cancellation Low Income Directory (SY 2015-16)

<table>
<thead>
<tr>
<th>District</th>
<th>Identified Schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALASKA GATEWAY SCHOOL DISTRICT</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>ALEUTIAN REGION SCHOOL DISTRICT</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ALEUTIANS EAST BOROUGH SCHOOL DISTRICT</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ANCHORAGE SCHOOL DISTRICT</td>
<td>58</td>
<td>98</td>
</tr>
<tr>
<td>ANNETTE ISLAND SCHOOL DISTRICT</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BERING STRAIT SCHOOL DISTRICT</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>BRISTOL BAY BOROUGH SCHOOL DISTRICT</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CHATHAM SCHOOL DISTRICT</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>CHUGACH SCHOOL DISTRICT</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>COPPER RIVER SCHOOL DISTRICT</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>CORDOVA CITY SCHOOL DISTRICT</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CRAIG CITY SCHOOL DISTRICT</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>DELTA/GREELY SCHOOL DISTRICT</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>DENALI BOROUGH SCHOOL DISTRICT</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>DILLINGHAM CITY SCHOOL DISTRICT</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT</td>
<td>24</td>
<td>35</td>
</tr>
<tr>
<td>GALENA CITY SCHOOL DISTRICT</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>HAINES BOROUGH SCHOOL DISTRICT</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>HOONAH CITY SCHOOL DISTRICT</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>HYDABURG CITY SCHOOL DISTRICT</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>IDITAROD AREA SCHOOL DISTRICT</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>JUNEAU BOROUGH SCHOOL DISTRICT</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>KAKE CITY SCHOOL DISTRICT</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>KASHUNAMIUT SCHOOL DISTRICT</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>KENAI PENINSULA BOROUGH SCHOOL DISTRICT</td>
<td>31</td>
<td>43</td>
</tr>
<tr>
<td>KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>KLAWOCK CITY SCHOOL DISTRICT</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>KODIAK ISLAND BOROUGH SCHOOL DISTRICT</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>KUSPUK SCHOOL DISTRICT</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>LAKE AND PENINSULA BOROUGH SCHOOL DISTRICT</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>LOWER KUSKOKWIM SCHOOL DISTRICT</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>LOWER YUKON SCHOOL DISTRICT</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>MAT-SU BOROUGH SCHOOL DISTRICT</td>
<td>32</td>
<td>46</td>
</tr>
<tr>
<td>MOUNT EDGECEUMBE</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NENANA CITY SCHOOL DISTRICT</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>NOME PUBLIC SCHOOLS</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>NORTH SLOPE BOROUGH SCHOOL DISTRICT</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>PELICAN CITY SCHOOL DISTRICT</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PETERSBURG BOROUGH SCHOOL DISTRICT</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>School District</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>PRIBILOF SCHOOL DISTRICT</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SAINT MARY’S SCHOOL DISTRICT</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SITKA SCHOOL DISTRICT</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>SKAGWAY SCHOOL DISTRICT</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>SOUTHEAST ISLAND SCHOOL DISTRICT</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>SOUTHWEST REGION SCHOOL DISTRICT</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>TANANA CITY SCHOOL DISTRICT</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>UNALASKA CITY SCHOOL DISTRICT</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>VALDEZ CITY SCHOOL DISTRICT</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>WRANGELL PUBLIC SCHOOL DISTRICT</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>YAKUTAT SCHOOL DISTRICT</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>YUKON FLATS SCHOOL DISTRICT</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>YUKON-KOYUKUK SCHOOL DISTRICT</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>YUPIIT SCHOOL DISTRICT</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTALS** 380 508

# Teacher Education Loan (TEL)
## By the Numbers

<table>
<thead>
<tr>
<th>Number</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>$24,143,927.68</td>
<td>Disbursed to date</td>
</tr>
<tr>
<td>$6,975,590.80</td>
<td>Forgiveness to date (Inclusive of interest)</td>
</tr>
<tr>
<td>1984</td>
<td>Year TEL established</td>
</tr>
<tr>
<td>2014</td>
<td>Year TEL defunded</td>
</tr>
<tr>
<td>30</td>
<td>Years TEL was available to Alaskans</td>
</tr>
<tr>
<td>1,385</td>
<td>Received a TEL</td>
</tr>
<tr>
<td>285</td>
<td>Received at least one year of loan forgiveness</td>
</tr>
<tr>
<td>516</td>
<td>Held at least one Alaska Teaching Certificate</td>
</tr>
<tr>
<td>405</td>
<td>Currently hold a valid Alaska Teaching Certificate</td>
</tr>
<tr>
<td>268</td>
<td>Employed as a certified teacher in an Alaska public school (SY 2014-15)</td>
</tr>
<tr>
<td>60</td>
<td>Employed as a classified employee in an Alaska public school (SY 2014-15)</td>
</tr>
<tr>
<td>45</td>
<td>Alaska School Districts employing teachers who received a TEL (SY 2014-15)</td>
</tr>
<tr>
<td>27</td>
<td>Alaska School Districts employing a paraprofessional who received a TEL (SY 2014-15)</td>
</tr>
</tbody>
</table>

**Sources:** Alaska Commission on Postsecondary Education.  
Alaska Department of Education & Early Development. Teacher Certification Database & Certified and Classified Staff Accounting SY 2014-15

**Date:** November 5, 2015
<table>
<thead>
<tr>
<th>Alaska districts where teachers who received at least one TEL were employed (SY 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Gateway</td>
</tr>
<tr>
<td>Aleutians East Borough</td>
</tr>
<tr>
<td>Anchorage</td>
</tr>
<tr>
<td>Annette Island</td>
</tr>
<tr>
<td>Bering Strait</td>
</tr>
<tr>
<td>Bristol Bay Borough</td>
</tr>
<tr>
<td>Chugach</td>
</tr>
<tr>
<td>Cordova City</td>
</tr>
<tr>
<td>Craig City</td>
</tr>
<tr>
<td>Delta/Greely</td>
</tr>
<tr>
<td>Dillingham City</td>
</tr>
<tr>
<td>Fairbanks North Star Borough</td>
</tr>
<tr>
<td>Galena City</td>
</tr>
<tr>
<td>Hydaburg City</td>
</tr>
<tr>
<td>Iditarod Area</td>
</tr>
<tr>
<td>Juneau Borough</td>
</tr>
<tr>
<td>Kake City</td>
</tr>
<tr>
<td>Kashunamiut</td>
</tr>
<tr>
<td>Kenai Peninsula Borough</td>
</tr>
<tr>
<td>Ketchikan Gateway Borough</td>
</tr>
<tr>
<td>Klawock City</td>
</tr>
<tr>
<td>Kodiak Island Borough</td>
</tr>
<tr>
<td>Kuspuk</td>
</tr>
<tr>
<td>Lake and Peninsula Borough</td>
</tr>
<tr>
<td>Lower Kuskokwim</td>
</tr>
<tr>
<td>Lower Yukon</td>
</tr>
<tr>
<td>Mat-Su Borough</td>
</tr>
<tr>
<td>Mount Edgecumbe</td>
</tr>
<tr>
<td>Nenana City</td>
</tr>
<tr>
<td>Nome Public</td>
</tr>
<tr>
<td>North Slope Borough</td>
</tr>
<tr>
<td>Northwest Arctic Borough</td>
</tr>
<tr>
<td>Petersburg Borough</td>
</tr>
<tr>
<td>Pribilof</td>
</tr>
<tr>
<td>Saint Mary's</td>
</tr>
<tr>
<td>Sitka Borough</td>
</tr>
<tr>
<td>Southwest Region</td>
</tr>
<tr>
<td>Unalaska City</td>
</tr>
<tr>
<td>Valdez City</td>
</tr>
<tr>
<td>Wrangell City</td>
</tr>
<tr>
<td>Yakutat City</td>
</tr>
<tr>
<td>Yukon Flats</td>
</tr>
<tr>
<td>Yukon-Koyukuk</td>
</tr>
<tr>
<td>Yupiit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alaska districts where classified employees who received at least one TEL were employed (SY 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleutians East Borough</td>
</tr>
<tr>
<td>Anchorage</td>
</tr>
<tr>
<td>Annette Island</td>
</tr>
<tr>
<td>Bering Strait</td>
</tr>
<tr>
<td>Chugach</td>
</tr>
<tr>
<td>Copper River</td>
</tr>
<tr>
<td>Dillingham City</td>
</tr>
<tr>
<td>Fairbanks North Star Borough</td>
</tr>
<tr>
<td>Hoonah City</td>
</tr>
<tr>
<td>Juneau Borough</td>
</tr>
<tr>
<td>Kake City</td>
</tr>
<tr>
<td>Kenai Peninsula Borough</td>
</tr>
<tr>
<td>Ketchikan Gateway Borough</td>
</tr>
<tr>
<td>Klawock City</td>
</tr>
<tr>
<td>Kodiak Island Borough</td>
</tr>
<tr>
<td>Kuspuk</td>
</tr>
<tr>
<td>Lake and Peninsula Borough</td>
</tr>
<tr>
<td>Lower Kuskokwim</td>
</tr>
<tr>
<td>Lower Yukon</td>
</tr>
<tr>
<td>Mat-Su Borough</td>
</tr>
<tr>
<td>Nenana City</td>
</tr>
<tr>
<td>Northwest Arctic Borough</td>
</tr>
<tr>
<td>Pribilof</td>
</tr>
<tr>
<td>Saint Mary's</td>
</tr>
<tr>
<td>Southwest Region</td>
</tr>
<tr>
<td>Valdez City</td>
</tr>
<tr>
<td>Wrangell City</td>
</tr>
</tbody>
</table>
ISSUE
The board will receive an overview of current options for alternate routes to teacher certification.

BACKGROUND
• During the board’s strategic planning retreat in September, board members discussed avenues for increasing recruiting and retention of teachers for Alaska’s public schools.

• The board expressed interest in exploring options for providing or supporting alternate routes to certification for teachers.

• To inform possible future actions or priorities of the board related to its strategic plan, the board will be briefed regarding the certification options currently available for teacher certification in Alaska.

• Behind this cover memo is a chart regarding Alaska’s regular teaching certificate and certification alternatives.

• Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Education Administrator of Teacher Certification, will be present to brief the board.

OPTIONS
This is an information item. No action is necessary.
### Professional Teaching Certificate

**Alaska’s regular teaching certificate**

<table>
<thead>
<tr>
<th>Requirements**</th>
<th>Statute</th>
<th>Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Competency Exam</td>
<td>Yes</td>
<td>Identifies which exams qualify</td>
</tr>
<tr>
<td>At least a bachelor’s degree from a regionally accredited college or university</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Teacher Preparation Program</td>
<td>Yes</td>
<td>Defines requirements: Beginning teaching standards, accreditation, &amp; student teaching</td>
</tr>
<tr>
<td>Content Area Exam</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Alaska Studies/Alaska Multi-cultural (6 semester hours total)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Two years teaching experience</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Background clearance required for all certifications.**

### Certification Alternates

**Option One: Initial Teaching Certificate per AS 14.20.020**

<table>
<thead>
<tr>
<th>Requirements**</th>
<th>Statute</th>
<th>Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Competency Exam</td>
<td>Yes</td>
<td>Identifies which exams qualify</td>
</tr>
<tr>
<td>At least a bachelor’s degree from a regionally accredited college or university</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Teacher Preparation Program</td>
<td>Yes</td>
<td>Defines requirements: Beginning teaching standards, accreditation, &amp; student teaching</td>
</tr>
<tr>
<td>Content Area Exam</td>
<td>No (Must satisfy to qualify for professional cert)</td>
<td></td>
</tr>
<tr>
<td>Alaska Studies/Alaska Multi-cultural (6 semester hours total)</td>
<td>No (Must satisfy by beginning of year three to maintain Initial certification)</td>
<td></td>
</tr>
<tr>
<td>Two years teaching experience</td>
<td>No (Must satisfy to qualify for professional cert)</td>
<td></td>
</tr>
</tbody>
</table>

**Background clearance required for all certifications.**
Option Two: Initial Teaching Certificate--Proof of Program Enrollment per AS 14.20.022

<table>
<thead>
<tr>
<th>Requirements**</th>
<th>Beginning Year One</th>
<th>Beginning Year Two</th>
<th>Beginning Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Competency Exam</td>
<td>Yes</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>At least a bachelor’s degree from a regionally- or nationally- accredited college or university</td>
<td>Yes</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Teacher Preparation Program</td>
<td>Enrolled</td>
<td>Making Progress</td>
<td>Yes</td>
</tr>
<tr>
<td>Content Area Exam</td>
<td>----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Alaska Studies/Alaska Multi-cultural (6 semester hours total)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Five years of experience in the subject matter to be taught</td>
<td>Yes</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Additional requirements</td>
<td>Certified teaching position in an Alaska public school; District request</td>
<td>Certified teaching position in an Alaska public school; District request</td>
<td>-----</td>
</tr>
</tbody>
</table>

Option Three: Type M (Limited certificate) per AS 14.20.025***

<table>
<thead>
<tr>
<th>Requirement**</th>
<th>Alaska culture or language or military sciences (ROTC) endorsed</th>
<th>Career &amp; Technical Education (CTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Competency Exam</td>
<td>No</td>
<td>After one year of certification (Regulatory)</td>
</tr>
<tr>
<td>At least a bachelor’s degree from a regionally accredited college or university</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Teacher Preparation Program</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Content Area Exam</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Alaska Studies/Alaska Multi-cultural (6 semester hours total)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Additional requirements</td>
<td>4 yrs. Culture Experience, Language competency, or JROTC qualified</td>
<td>4 yrs. Experience</td>
</tr>
<tr>
<td>District request</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Background clearance required for all certifications.

***Limited certification does not provide a path to regular certification (Professional Teaching Certificate), but is renewable.
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 10, 2015

Agenda Item: 4

♦ ISSUE
The board is being asked to approve its annual report to the legislature.

♦ BACKGROUND
- During the 2011 legislative session, Senate Bill 1 was introduced. It requires the State Board of Education & Early Development to provide an annual report to the legislature. The bill was signed by the Governor on June 24, 2011, and became effective on August 25, 2011.

- The bill set out requirements for a report to the legislature to be made no later than the 30th legislative day of each regular session and it must be presented in person.

- The bill further set out that the report must describe efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board.

- The legislature added intent language that requested inclusion of the most recent National Assessment of Educational Progress data in the written report.

- The first presentation to the legislature took place in January 2012.

- Behind this cover memo is the draft report. The board may amend the report during its work session.

- Eric Fry, Information Officer, will be present to brief the board.

♦ OPTIONS
This is an information item.
Alaska State Constitution education clause

Section 7.1 - Public Education.
The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

Mission of the State Board of Education & Early Development

To ensure quality standards-based instruction to improve academic achievement for all students.

AS 14.07.168. Report to the legislature

Not later than the 30th legislative day of each regular session of the legislature, the board shall prepare and present in person to the legislative committees having jurisdiction over education an annual report that describes the efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board. The report must include (1) a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015; (2) program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125; (3) additional information relevant to efforts made to improve and maintain the public education system.
REGULATIONS AND OTHER BOARD ACTIONS

In March, the State Board amended regulations of the Alaska Performance Scholarship (APS). The board eliminated an obsolete grace period for curriculum requirements; set the same deadline to submit materials for non-public school students and public school students; and extended the eligibility period for students experiencing enrollment delays that are outside of their control.

- In the first two years of the APS, the commissioner could grant a grace period of one extra year of eligibility for a student to meet curriculum requirements after high school graduation. The grace period existed because APS course requirements increased in the program’s first two years until reaching the current levels. In those first two years, some students needed more time to take required courses.

- To be equitable, the board set the same deadline to submit materials for non-public school students and public school students.

- A student’s APS scholarship money ends six years after high school graduation, unless the student qualifies for a department extension. The board extended the years of eligibility for students who could not use their scholarship because of enrollment delays outside their control.

In March, the State Board amended regulations to the state assessment system. The board clarified language regarding substitute courses for students with a disability when the disability precludes the taking of regular curricular offerings, and clarified definitions for certificates of achievement and certificates of completion.

- The board clarified that substitute courses are to be set to grade-level standards. Students who use them are on track to receive a high school diploma. The board clarified that such students should take the state’s regular standards-based assessments and not assessments intended for students with a severe cognitive disability.

- The board specified that students with a severe cognitive disability may be awarded a certificate of attendance upon completion of their individual educational program goals or at least four years of high school attendance.

- The board defined a certificate of achievement as a certificate earned by students meeting all local graduation requirements but who have not taken a college and career ready assessment (the SAT, ACT, or WorkKeys) and are therefore ineligible for a diploma. This definition aligned with language in AS 14.03.075.

In March, the State Board adopted regulations to permit an alternate route for obtaining a Type B (administrator) certificate with a superintendent endorsement. The board’s intent was to encourage a larger pool of applicants for superintendent positions, in light of the many annual vacancies among superintendents. The limited Type B certificate contains many requirements:
the applicant must be sponsored by an Alaska school district; have at least five years of full-time work experience in an administrative position; possess a master’s degree or higher; and provide two letters of recommendation verifying expertise in key areas. Additionally, in the first three years after receiving a limited Type B certificate, the individual must complete three semester hours of educator evaluation coursework; the district’s certificated evaluation system training; three semester hours of Alaska studies; three semester hours in multicultural education/cross-cultural communications; and an approved superintendent endorsement program. During the first two years of the individual’s employment, the sponsoring school district must provide him or her with a mentor who is an experienced Alaska superintendent. The limited Type B certificate is valid only in the sponsoring district.

In March, the State Board raised educators’ fees for certification and renewals in accordance with intent language from the legislature and in line with state statute. The intent was to cover the annual cost (approximately $300,000) of operating the Professional Teaching Practices Commission. In recent years, the legislature had used appropriations to cover the commission’s cost. For a regular certificate (good for five years), the fee increased from $125 to $200. For a lifetime or retired certificate, the fee increased from $165 to $240.

In June, the State Board amended regulations regarding student teaching, following recommendations from the Educator Certification Advisory Committee, a 13-member committee of educators tasked with considering requirements and/or rigor for teacher certification, endorsement, and highly qualified status. The regulations set the minimum amount of time required for student teaching, criteria for serving as a student teacher, and criteria for who may supervise a student teacher.

In June, the State Board established by regulation overlapping four-year terms for members of the Bond Reimbursement and Grant Review Committee appointed by the commissioner, set a limit of two consecutive terms, and provided for vacancies and transition. The committee was created by state statute. The new regulation promotes turnover in the board.

In June, the State Board raised fees for services provided by the State Library, State Archives, and State Museum, and set uniform fees for the three entities. The division can still waive fees when it is in the public interest.

In August, the State Board amended regulations to school and educator accountability in keeping with the state’s application to renew its waiver from portions of the federal Elementary and Secondary Education Act (No Child Left Behind). These amendments will be detailed in this report under Waiver Renewal on Page XX.

In September, the State Board amended regulations to allow students who leave high school with a certificate of achievement (because they did not take a career and college ready assessment, as required by state statute) a method of earning a high school diploma. Although the legislature removed this requirement effective June 30, 2016, the high school graduating classes of 2015 and 2016 may contain students who did not receive a diploma solely because they did not take a career and college-ready assessment (SAT, ACT, or WorkKeys) while in high school. The regulations let them take a career and college-ready assessment at their own expense and receive
a diploma. Additionally, for the benefit of the graduating class of 2016, the regulations expanded
the reasons that a student may receive a waiver from the requirement to take a career and
college-ready assessment.

In October, the State Board adopted the ranges of scores for each achievement level in the
Alaska Measures of Progress assessment. The ranges of scores were recommended by 128
Alaska educators who examined the assessments in detail. This topic will be covered under
Implementing Standards and Assessment on Page XX.

[In December, the State Board…

[…regulation replaced the phrase secondary students with students in grades nine through 12 to
conform to the similar change in state law. Under that legislation, school districts are required to
provide an opportunity to challenge courses only to students in grades 9-12. Under state law, a
secondary school may include grades seven or eight.]

[…regulation repealed the requirement for school districts to administer early literacy
assessments to students in kindergarten through third grade. The state no longer funds such
assessments. Without repeal, the assessment requirement would be an unfunded mandate.

[…repealed a regulation regarding the use of school funds in elections because it conflicts with a
statute and regulation enforced by the Alaska Public Offices Commission; that is, AS 15.13.145
and 2 AAC 50.356.

[…]regulation added fetal alcohol spectrum disorder to the list of health impairments that may
render a student eligible for special education and related services in a category called “child
with other health impairments.” The regulation also allowed advanced nurse practitioners with
certification in psychiatry or family practice to diagnose fetal alcohol spectrum disorder in
determining a student's eligibility for special education and related services as a child with other
health impairments. The regulation was requested by health practitioners.]

[…]Adopted by reference the most recent edition of the publication Participation Guidelines for
Alaska Students in State Assessments, that of December 2015, which has been updated to reflect
changes in assessments for English language proficiency and science.]

[… regulations related to teacher certification.]

[…]regulation incorporated the training required by a new state law into the certification
requirements for initial applications and renewals, effective June 30, 2017. Training must
address alcohol and drug-related disabilities; sexual abuse and sexual assault awareness and
prevention; dating violence and abuse awareness and prevention; and suicide prevention.

[…]regulation provided additional options for content area examinations, including required
scores, for the purposes of designating a teacher as highly qualified, obtaining a certificate and
initial endorsements, and adding endorsements to a teacher certificate.
[…regulation expanded the list of competency examinations to include the National Evaluation Series Essential Academic Skills, the SAT, and the ACT.]

[… regulation reduced the number of required fingerprint cards to be submitted with an application from two to one.]

[…regulation allowed for accreditation of educator preparation programs by the Council for the Accreditation of Educator Preparation.]

[…regulation modified the requirements for a highly qualified designation for an elementary subject matter specialist and for seventh and eighth grade teachers.]

**The 70% instruction requirement**

AS 14.17.520 requires school districts to budget for and spend at least 70% of their school operating budgets each fiscal year on instruction. AS 14.17.520(d) allows a district that is unable to comply with the requirement to request a waiver from the board. The board may grant the waiver if it determines that the district’s failure “was due to circumstances beyond the control of the district.”

In March, the State Board granted waivers to the Cordova, Klawock, and Southwest Region school districts after their audited expenses for fiscal year 2014 showed that they did not meet the 70% threshold, although they had budgeted to do so.

In October, the State Board granted waiver to 24 districts that did not budget for at least 70% of their operating funds to go toward instruction in fiscal year 2015. The districts are: Alaska Gateway, Bristol Bay Borough, Chatham, Copper River, Hoonah, Hydaburg, Iditarod, Kake, Kashunamuit, Klawock, Lake and Peninsula Borough, Nome, North Slope Borough, Northwest Arctic, Pelican, Pribilof, Saint Mary’s, Skagway, Southeast Island, Tanana, Wrangell, Yakutat, Yukon Flats, and Yupiit. Eight of the districts have operating budgets of less than approximately $3 million. Twelve of the districts have operating and maintenance budgets at or above 20%.

**New officers, members and staff**

The State Board elected James Fields as Chair, Sue Hull as First Vice-Chair, and Barbara Thompson as Second Vice-Chair, effective July 1, 2015, through June 30, 2016. Alec Burris of Wasilla joined the State Board in July 2015 as student advisor for a one-year term.

The State Board approved Shawn Sypeck as its executive secretary.
Resolutions

In March, the State Board approved a resolution in support of the legislature naming the new state archives, libraries and museum building now under construction in Juneau after Father Andrew P. Kashevaroff.

[In December…]

Charter school applications

In March, the State Board approved renewals of the charters for American Charter Academy (Wasilla), Academy Charter School (Palmer), and Effie Kokrine Charter School (Fairbanks).

In June, the State Board approved the initial charter for PAIDEIA Cooperative School (Anchorage) and renewal of Midnight Sun Family Learning Center (Wasilla) and Juneau Community Charter School.

[In December, the State Board XXX Rilke Schule Charter School (Anchorage), Anchorage STrEaM Charter School]
SIGNIFICANT STEPS

Implementing standards and assessments

Students in grades 3 to 10 take the Alaska Measures of Progress (AMP), which assesses students’ understanding of the state’s standards for English language arts and mathematics.

Students score on a scale that is divided into four achievement levels, 1 to 4, from low to high. Alaska teachers defined the skills and knowledge for the achievement levels. Students in Level 3 and Level 4 are meeting the standards. Students in Level 1 and Level 2 are partially meeting the standards, to varying degrees. Alaska educators recommended the range of scores for each achievement level.

AMP is not a pass/fail test. Test scores do not affect grades, graduation, or promotion from one grade to another.

After a review by 200-plus Alaska educators, the state adopted English language arts and mathematics standards in June 2012 that are much higher than our former standards. Because of that, AMP is a more challenging test than the state’s former test, the Standards Based Assessment (SBA). Results from AMP are not comparable to results from SBA. AMP measures different standards, using different questions and a different scoring system.

Alaska’s current standards are the state’s first to be based on the ideal of high school graduates academically ready for career training, the military, union apprenticeships, and postsecondary education.

Students first took AMP in spring 2015. The first year’s results were released in November 2015. In the future, results will be released earlier in the school year. For the results, see State Assessment Results on Page XX.

Students’ scores on AMP in 2015 will serve as a baseline. As students take AMP in future years, we can see whether they are growing in their English language arts and mathematics skills. We are asking students to meet higher expectations. Over time, as students and teachers work with the standards, scores should rise.

AMP’s reading questions require students to read and understand both fiction and nonfiction, identify central ideas, decide what words mean, and use evidence from the text to support their conclusions. Questions about writing require students to edit and revise texts by putting sentences into logical order, correcting errors in the choice of words, and correcting grammar, punctuation, and spelling.

AMP’s mathematics tests require students to explain and apply math concepts and carry out math procedures with precision; solve a range of complex problems; and analyze complex real-world situations and use math models to solve problems.
AMP scores are just one source of information to help parents and educators decide whether students need more support in English language arts and mathematics. Together, parents and teachers look at the whole student. Students cannot be reduced to a standardized test score. Yet tests have their place in understanding student achievement.

AMP does not replace a teacher’s classroom tests. Both types of tests have value. In classroom tests, teachers can quickly check whether students have learned recent lessons. Teachers can adjust instruction in response. Teachers will continue to give homework, classroom assignments, and tests. Teachers will continue to observe students and talk to parents.

AMP gives parents an objective check once a year to see how well their students are meeting the standards. As well, parents can check progress from year to year. Parents also can compare their students with the average performance of other students in their school, district, and state.

The public, educators, and policymakers get a snapshot of how well schools, districts, and the state are meeting the new standards, not only for students as a whole but for subgroups of students such as students with disabilities.

Parent reports

AMP is an end-of-the-year assessment that measures students’ cumulative knowledge and skills, just like a high school course’s final exam. AMP’s parent reports do not provide a score for each of the dozens of standards in a grade and subject. Alaska’s standards-based assessments have never done so. To do so would require a very long test. Rather, AMP parent reports provide data overall and broken down into several strands.

In mathematics, subscores are given for four main areas: concepts and procedures, problem solving, communicating and reasoning, and modeling and data analysis. In English language arts, subscores are given in reading literature, reading informational texts, and writing.

Parent reports also provide details about the skills and knowledge represented by the student’s achievement level. For example, a parent of a 4th-grader who scored in Level 2 in mathematics would learn that her student can use operations to solve one-step problems involving fractions or an unknown number; determine if two fractions are multiples of each other by using multiplication or division; read, write and compare multi-digit whole numbers and compare the rounded versions in different forms; compare fractions and recognize if they are equivalent and then put them into decimal form; and construct visual models to represent problems and equations.

Tools for educators

The AMP assessment program will include tools to help educators evaluate students while instruction is taking place. These optional classroom tools are free to educators.

In the 2016-2017 school year, Alaska will offer schools short tests with nine to 10 questions that measure student learning on standards. Individual short tests are available this year (2015-2016).
Beginning in 2016-2017, teachers will be able to bundle short tests into a custom interim assessment that will better match the pace of instruction used in their school. By 2017-2018, teachers will be able to use the interim assessments to predict how students will perform on AMP and to determine instructional support for students.

This school year, a small pool of educators is piloting additional classroom resources, including ways to elicit what the student is thinking. The teacher then can identify misconceptions or errors and provide instructional support. The first phase will be released statewide in 2016-2017. More resources to assist instruction will be added in the future.

The department’s website includes many resources to help educators understand parent reports (reports about individual students.) See Appendix B to this report for a list of resources. The resources are available at https://education.alaska.gov/tls/Assessments/AMPResults/AMPResultsToolkit.html

Renewal of Alaska’s Federal Waiver from No Child Left Behind

In July, the federal government extended for three years Alaska’s waiver from major portions of the Elementary and Secondary Education Act (No Child Left Behind). Alaska’s renewed waiver, which took effect this school year, gives the state and school districts additional flexibility to implement school and educator accountability.

Alaska first received a waiver in May 2013. States with waivers agreed to: implement English language arts and mathematics standards that prepare students for jobs, education, and training after high school; have their own system for holding schools accountable for students’ academic success; and require school districts to evaluate educators partly on student learning.

In exchange, states were allowed to opt out of No Child Left Behind’s accountability system known as Adequate Yearly Progress, which was widely seen as having unattainable goals. Additionally, certain restrictions were lifted on school districts’ use of anti-poverty funds.

Alaska’s renewed waiver continues the above conditions. Additionally, the renewed waiver:

- Eliminates the requirement to include student learning data as a percentage of an educator’s overall evaluation rating. Instead, educators cannot receive an overall rating of exemplary or proficient if they rated unsatisfactory on any standard, including student learning.

- Use of student learning data in educators’ evaluations has been postponed to the 2016-2017 school year, allowing districts more time to decide how to address the standard accurately and fairly.

- The Alaska School Performance Index star ratings and accountability provisions for schools are paused for this school year.
The last-named provision allows Alaska to have two years of student assessment results before the Alaska Measures of Progress assessments are used for school accountability. Two consecutive years of assessment results are necessary to measure student growth, an important part of the Alaska School Performance Index. For more on Alaska’s waiver, see https://education.alaska.gov/akaccountability/#c3gtabs-esea

Alaska State Mentoring Project

The Alaska Statewide Mentor Project, a partnership of the department and the University of Alaska, has been serving school districts since the 2004-2005 school year. One of its main goals is to improve teacher retention, particularly in rural districts, so that students can benefit from experienced teachers.

Since the project began, mentors have served in 52 of Alaska’s 54 districts in over 80% of Alaska’s approximately 500 public schools. For 2015-16, 30 mentors are serving 328 early career teachers in 188 schools within 28 school districts. The state funds 12 mentors (nine full-time, three part-time) in 23 rural districts. The remaining mentors are funded through external sources. A federal Investing In Innovation grant funds a study that evaluates the effectiveness of ASMP in five urban districts; it supports fourteen mentors (10 urban and four rural). The remaining four rural mentors are funded through two other federal grants. See http://www.alaskamentorproject.org/
OTHER DEPARTMENT FUNCTIONS

Mt. Edgecumbe High School

Mt. Edgecumbe is the state-operated residential school in Sitka. The State Board serves as the Mt. Edgecumbe board. Parents and others participate on an advisory board. In June, the State Board approved a policy, as required by state statute, concerning restraint and seclusion of students. The board also approved a policy regarding land use.

In fall 2015, 431 students from 104 villages throughout Alaska attended Mt. Edgecumbe. Sixty-two percent of the student body is female. Alaska Native students compose 84% of the student population; 12% are Caucasian; and 2% are mixed ethnicity. Seventy-two percent of students meet federal guidelines for free and reduced-price lunches.

Mt. Edgecumbe freshmen and sophomores take the state’s standards-based assessments (Alaska Measures of Progress) in English language arts and mathematics: In language arts, 27.6% of freshmen and sophomores met the standards, and in math 25.52% met the standards. The remaining students partially met the standards, to varying degrees.

The school’s four-year graduation rate last school year was 100%. (This does not include students who transferred out of MEHS and attended another school.) Mt. Edgecumbe’s attendance rate was 89%.

Alaska State Council on the Arts

The council supports educators, artists, community-based organizations and statewide partners in delivery of arts education in school and community settings. The council awards funding to Alaskan schools, districts, educators and arts/community-based organizations in several categories. Other grants to communities also serve students through school outreach and education programs provided by Alaskan arts and culture organizations.

The Division of Libraries, Archives and Museums

The State Libraries, Archives & Museums Building, now under construction, will place the Alaska State Museums, the Alaska State Archives, and the Alaska State Libraries in one facility at the site of the current State Museum. The new building is scheduled to open in April 2016. See http://lam.alaska.gov/slam.

Libraries, Archives & Museums benefits lifelong and K-12 education. Examples are:

- Live Homework Help monitors live tutoring for students in grades 4 to early college, seven days a week, from noon to 2 a.m. Use has grown exponentially in the past six years. See http://sled.alaska.edu/homework.
Alaska’s Digital Archives shares historical Alaskan videos, photographs and documents for students and researchers. See www.vilda.education.edu

- In Alaska’s Digital Pipeline are hundreds of full-text online books, magazines, newspapers and other research resources specifically targeted to elementary, middle school, high school, and college student academic needs. See http://sled.alaska.edu/databases/.
- Many school districts’ Alaska Native language materials are scanned and available online.

Alaska Professional Teaching Practices Commission

The Professional Teaching Practices Commission governs educators’ ethical and professional standards and educators’ compliance with state law and contractual obligations. The commission reports by fiscal year, not calendar year. In fiscal year 2015 it accepted 83 cases. Of 15 final orders, in which educators were sanctioned, 10 were for professional misconduct, four for violating a contract, and one for criminal conduct that was not drug-related. See https://education.alaska.gov/ptpc/pdf/2015_annual_report.pdf
SCHOOL AND STUDENT DATA

School accountability system

The Alaska School Performance Index (ASPI) measures schools by a combination of data: student achievement on the state’s reading, writing and math assessments; growth in the school’s student body in those assessments from the prior year; and attendance. Schools with high school students also are measured by graduation rates and student performance on college-ready assessments such as the SAT and ACT.

Because the 2014-2015 school year was the first year of the state’s new assessment, the Alaska Measures of Progress, the state does not have two consecutive years of comparable data about student achievement. Student growth from year to year is a significant factor in how schools are rated under ASPI. Consequently, the state will not issue new ratings for schools this school year. See http://education.alaska.gov/aspi/.

Graduation and dropout rates

In 2015, the preliminary five-year graduation rate was 78.3%. This refers to a cohort of students who were 9th-graders five school years previously. Many graduated in four years, but others needed all or part of a fifth year. The five-year rate reflects more accurately than the four-year rate the percentage of 9th-graders that do get a diploma.

All states report a four-year graduation rate for cohorts of students. Alaska has been reporting this data since the 2010-2011 school year. A student who entered 9th grade in the 2011-2012 school year would be in the 2015 cohort. Cohorts also include transfers into an Alaska public school.

The graduation rate is calculated as the number of graduates in the cohort who receive a regular diploma by June 30, divided by the number of all students assigned to the cohort.

<table>
<thead>
<tr>
<th>4-yr. graduation rate</th>
<th>Graduate count*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 68.0%</td>
<td>8,064</td>
</tr>
<tr>
<td>2012 69.4%</td>
<td>7,987</td>
</tr>
<tr>
<td>2013 71.8%</td>
<td>7,795</td>
</tr>
<tr>
<td>2014 71.2%</td>
<td>7,672</td>
</tr>
<tr>
<td>2015 75.6%</td>
<td>8,251</td>
</tr>
</tbody>
</table>

*Graduate count is the number of students who graduated with a regular diploma during the school year (July 1-June 30). It includes fifth-year graduates.
Dropout rates are calculated by dividing the total number of students dropping out of public school, in grades 7-12, by the October 1 enrollment count for all students in grades 7-12.

**Preliminary information for the 2014-2015 school year shows a grade 7-12 dropout rate of 3.68%** compared to 4.0% in 2013-2014. The dropout rate generally has declined from 6.0% in 2004-2005.

**State Assessment Results**

Students in grades 3 to 10 take the Alaska Measures of Progress (AMP), which assesses students’ understanding of the state’s standards for English language arts and mathematics. Students score on a scale that is divided into four achievement levels, 1 to 4, from low to high. Students in Level 3 and Level 4 are meeting the standards. Students in Level 1 and Level 2 are partially meeting the standards, to varying degrees.

See Appendix A in this report or go to https://education.alaska.gov/TLS/Assessments/Results/results2015.html

**National Assessment of Educational Progress**

Every two years the U.S. Department of Education, through the National Assessment of Educational Progress (NAEP), tests large samples of 4th-graders and 8th-graders in each state in reading and math, including about half of Alaska’s students in those grades.

Alaska has participated in the reading and math tests since 2003. The most recent NAEP results were released in 2015.

NAEP’s state and nationwide results are presented as average scores on a scale of 000 to 500. The “scale scores” fall into four categories of achievement as defined by NAEP: advanced, proficient, basic, and below basic. Thus, NAEP also reports the percentage of students who fall within those categories of achievement.

NAEP’s definition of proficiency is rigorous. In NAEP, *basic* refers to partial mastery of the subject. *Proficient* refers to competency in challenging material, including knowledge, application, and analytical skills. *Advanced* is superior performance.

- In no state did 51% or more of students score proficient or above on the 4th-grade reading assessments.
- In no state did 47% or more of students score proficient or above on the 8th-grade reading assessments.
- In no state did 54% or more of students score proficient or above on the 4th-grade math assessments.
In no state did 52% or more of students score proficient or above on the 8th-grade math assessments.

The following data, comparing Alaska results to the national average, are from the results released in 2015:

**Math**
Alaska 4th grade: 78% basic or above; 35% proficient or above; 6% advanced.
Nation 4th grade: 81% basic or above; 39% proficient or above; 7% advanced.
Alaska’s average scale score is 236. The national average is 240.

Alaska 8th grade: 71% basic or above; 32% proficient or above; 7% advanced.
Nation 8th grade: 70% basic or above; 32% proficient or above; 8% advanced.
Alaska’s average scale score is 280. The national average is 281.

**Reading**
Alaska 4th grade: 61% basic or above; 30% proficient or above; 6% advanced.
Nation 4th grade: 68% basic or above; 35% proficient or above; 8% advanced.
Alaska’s average scale score is 213. The national average is 221.

Alaska 8th grade: 71% basic or above; 31% proficient or above; 3% advanced.
Nation 8th grade: 74% basic or above; 32% proficient or above; 3% advanced.
Alaska’s average scale score is 260. The national average is 264.
Appendix A

Statewide Results of the Alaska Measures of Progress
State of Alaska

Department of Education & Early Development
(https://education.alaska.gov/)

STATE OF ALASKA (HTTP://ALASKA.GOV) > EED (/) > TLS (/TLS/) > ASSESSMENT, ACCOUNTABILITY & STUDENT INFORMATION (/TLS/ASSESSMENTS/) > ASSESSMENT RESULTS (/TLS/ASSESSMENTS/RESULTS.HTML) > 2015 ALASKA MEASURES OF PROGRESS (AMP)

2015 Alaska Measures of Progress (AMP)

PRELIMINARY 2015 DATA

Statewide Results

<table>
<thead>
<tr>
<th>All Grades</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>Subject</td>
<td>Count / Percent¹</td>
<td>Count / Percent¹</td>
<td>Count / Percent¹</td>
</tr>
<tr>
<td>ELA²</td>
<td>3,287 / 4.51%</td>
<td>22,047 / 30.25%</td>
<td>26,297 / 36.08%</td>
</tr>
<tr>
<td>Math²</td>
<td>3,986 / 5.47%</td>
<td>18,725 / 25.70%</td>
<td>33,592 / 46.10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>Subject</td>
<td>Count / Percent¹</td>
<td>Count / Percent¹</td>
<td>Count / Percent¹</td>
</tr>
<tr>
<td>ELA²</td>
<td>873 / 9.06%</td>
<td>2,535 / 26.32%</td>
<td>1,731 / 17.97%</td>
</tr>
<tr>
<td>Math²</td>
<td>1,165 / 12.07%</td>
<td>2,747 / 28.47%</td>
<td>3,992 / 41.37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>Subject</td>
<td>Count / Percent¹</td>
<td>Count / Percent¹</td>
<td>Count / Percent¹</td>
</tr>
<tr>
<td>ELA²</td>
<td>843 / 8.96%</td>
<td>2,918 / 31.03%</td>
<td>1,791 / 19.04%</td>
</tr>
<tr>
<td>Math²</td>
<td>778 / 8.27%</td>
<td>2,870 / 30.50%</td>
<td>4,473 / 47.53%</td>
</tr>
</tbody>
</table>
### Grade 5

<table>
<thead>
<tr>
<th>Subject</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>ELA²</td>
<td>380 / 4.13%</td>
<td>3,491 / 37.96%</td>
<td>2,375 / 25.83%</td>
</tr>
<tr>
<td>Math²</td>
<td>407 / 4.42%</td>
<td>2,775 / 30.15%</td>
<td>4,558 / 49.53%</td>
</tr>
</tbody>
</table>

### Grade 6

<table>
<thead>
<tr>
<th>Subject</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>ELA²</td>
<td>276 / 3.06%</td>
<td>3,099 / 34.40%</td>
<td>3,736 / 41.47%</td>
</tr>
<tr>
<td>Math²</td>
<td>706 / 7.83%</td>
<td>2,170 / 24.06%</td>
<td>4,597 / 50.96%</td>
</tr>
</tbody>
</table>

### Grade 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>ELA²</td>
<td>311 / 3.47%</td>
<td>2,374 / 26.45%</td>
<td>4,219 / 47.01%</td>
</tr>
<tr>
<td>Math²</td>
<td>218 / 2.43%</td>
<td>2,449 / 27.29%</td>
<td>4,863 / 54.20%</td>
</tr>
</tbody>
</table>

### Grade 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>ELA²</td>
<td>198 / 2.16%</td>
<td>2,653 / 28.95%</td>
<td>4,512 / 49.24%</td>
</tr>
<tr>
<td>Math²</td>
<td>136 / 1.48%</td>
<td>2,226 / 24.27%</td>
<td>5,771 / 62.93%</td>
</tr>
</tbody>
</table>

### Grade 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>ELA²</td>
<td>279 / 3.08%</td>
<td>2,687 / 29.69%</td>
<td>3,962 / 43.77%</td>
</tr>
<tr>
<td>Math²</td>
<td>343 / 3.80%</td>
<td>2,024 / 22.42%</td>
<td>3,103 / 34.37%</td>
</tr>
</tbody>
</table>

https://education.alaska.gov/tls/Assessments/AsmtVer2015-StatewideOverview.cfm 11/12/2015
## Grade 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Meets the Standards</th>
<th>Partially Meets the Standards</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td></td>
<td>Count / Percent¹</td>
<td>Count / Percent¹</td>
<td>Count / Percent¹</td>
</tr>
<tr>
<td>ELA²</td>
<td>127 / 1.50%</td>
<td>2,290 / 27.08%</td>
<td>3,971 / 46.96%</td>
</tr>
<tr>
<td>Math²</td>
<td>233 / 2.77%</td>
<td>1,464 / 17.39%</td>
<td>2,235 / 26.55%</td>
</tr>
</tbody>
</table>

*Results cannot be published without releasing personally identifiable information.*

¹The percentage of students at each achievement level only includes students who participated in the content assessment.

²ELA = English Language Arts; Math = Mathematics
Appendix B

A list of the contents of the AMP Results Tool Kit for Educators
State of Alaska

Department of Education & Early Development
(https://education.alaska.gov/)

AMP Results Tool Kit

Information to help educators and parents understand and use the reports and results from the 2015 AMP assessment.

Understanding AMP Reports

AMP Reports: Overview of Components for Educators
(AMPReports_OverviewOfComponents_forEducators.pptx) - pptx

Understanding AMP Reports: An Overview for Educators
(Understanding AMP Reports_OverviewforEducators.pptx) - pptx

Interpretive Guide for the 2015 AMP Assessment Results (Interpretive_Guide.pdf) - pdf
  - Student (pg 20-21) (IG_Callouts_Student.pdf)
  - School Summary (pg 22-23) (IG_Callouts_School_Summary.pdf)
  - School Detail (pg 24-25) (IG_Callouts_School_Detail.pdf)

Achievement Level Summaries for all Grades on ELA & Math AMP Reports (IG_AL_Summaries.pdf) - pdf

Protecting Student Privacy and Data Suppression on AMP Reports
(Student_Privacy_and_Data_Suppression_on_AMPRreports.pdf) - pdf

Glossary

AMP Reports Feedback Form (http://www.akassessments.org/score-reports-feedback)

Resources for Educators to Use with Parents

Understanding Your Student’s Scores
  All Achievement Levels - coming soon!
    - ELA
    - Math

By Grade Level and Achievement Level - coming soon!
  ELA
    - Grades 3-5: Level 1, Level 2, Level 3, Level 4
    - Grades 6-8: Level 1, Level 2, Level 3, Level 4
    - Grades 9-10: Level 1, Level 2, Level 3, Level 4
  Math
Score Setting

PowerPoint: July 2015 Presentation by Marianne Peire, AAI, Setting Cut Scores on AMP (SettingCutScores_AMP_July2015.pptx) - pptx
Fact Sheet: Determining AMP Achievement Levels (AMP_Achievement_Levels_FactSheet.pdf) - pdf

Understanding How AMP Measures Alaska’s Standards

Connection Maps: A Tool for educators about ELA/Math Standards
   ELA Overview
   Math Overview
   ELA by Grade Level
   Math by Grade Level

Released Items: from AMP 2015 Assessment by Grade Level
   ELA (AMP_Released_Items_ELA_OCT2015.pdf) - pdf
   Math (AMP_Released_Items_Math_OCT2015.pdf) - pdf

A Comparison of the Standards Based Assessment (SBA) and the Alaska Measures of Progress (AMP) (MathELA_AMP_SBA_Items_Comparison.pptx) - ptx

Achievement Level Descriptors (ALDs): A description of what students should know and be able to do
   ELA (/tls/Assessments/AMPresources/AK-ELAALD-Gades3-10.pdf) - pdf
   Math (/tls/Assessments/AMPresources/AK-MathALD-Gades3-10.pdf) - pdf

Progression of Claims, Targets and Achievement Level Descriptors

https://education.alaska.gov/ils/Assessments/AMPResults/AMPResultsToolkit.html  11/12/2015
English Language Arts, Grades 3-5 (3_5Claims_Targets&ALD.pdf) - pdf
English Language Arts, Grades 6-8 (6_8Claims_Targets&ALD.pdf) - pdf
English Language Arts, Grades 9-10 (9_10_Claims_Targets&ALD.pdf) - pdf
Math, Grades 3-10 (ProgressionOfClaims_Math.docx) - word

Summative Assessment Framework (SAF)
Alaska Standards and the Summative Assessment Framework – pptx
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  

December 10, 2015  
Agenda Item: 5

♦ ISSUE  
The board will receive an overview of the Alaska System for Early Education Development’s (SEED) Core Knowledge and Competencies.

♦ BACKGROUND  
- Alaska SEED is a statewide collaborative approach to professional development integrating and recognizing the needs of a diverse early childhood workforce. SEED is supported with funding from the Alaska Department of Health and Social Services.

- The SEED Professional Development Committee, a cross-sector of early childhood stakeholders, oversees the work of SSED, including the development and implementation of Alaska’s Core Knowledge and Competencies (CKC).

- The CKC are what early childhood professionals need to know, understand, and demonstrate to best facilitate children’s learning and development. The CKCs provide a common set of standards upon which training, technical assistance, and post-secondary coursework can be designed and aligned, as well as serve as a resource for early childhood professionals who work in administrative, policy, higher education, and teaching roles.

- Behind this cover memo is a document providing the Core Knowledge and Competencies.

- Dr. Susan McCauley, Director of Teaching & Learning Support; Panu Lucier Director of SEED; and Kerry Reardon, member of the SEED Professional Development Committee, will be present to brief the board.

♦ OPTIONS  
This is an information item. No action is necessary.
Alaska’s Early Care and Learning

Core Knowledge and Competencies

Alaska System for Early Education Development
Alaska’s early childhood professional development system
# Table of Contents

1. **Introduction** ................................................................. 1
   - What Are Core Knowledge and Competencies? ...................... 1

2. **About Alaska's Early Childhood Professional Development System** 2
   - SEED: Alaska's Early Childhood Professional Development System ........................................ 2
     - SEED Professional Development Committee .................... 2
     - SEED Registry and Career Ladder ................................ 3
     - Trainer and Training Approval System .......................... 3
     - Alignment Between Components of other Early Childhood Systems ........................................ 3

3. **About Core Knowledge and Competencies** ...................... 4
   - Purpose and Definition ............................................... 4
     - Why are they important? ........................................... 4
     - How were they developed? ........................................ 5
     - How are they used? ................................................ 5
     - Credentials and Licensing ........................................ 5

4. **About this Document** ................................................. 7
   - Core Knowledge Areas .............................................. 7
   - Core Competencies .................................................. 7
   - Tiers of Competence ................................................ 8
   - SEED Career Ladder .................................................. 8

5. **Core Knowledge and Competencies Standards** ............... 10
   - Standard 1: Promoting Child Development and Learning ........ 10
     - A. How Children Develop ......................................... 10
       - Tier 1 Competencies ............................................. 10
       - Tier 2 Competencies ............................................. 10
       - Tier 3 Competencies ............................................. 10
       - Tier 4 Competencies ............................................. 11
       - Tier 5 Competencies ............................................. 11
     - B. Understanding Influences on Child Development .......... 11
       - Tier 1 Competencies ............................................. 11
       - Tier 2 Competencies ............................................. 11
       - Tier 3 Competencies ............................................. 12
       - Tier 4 Competencies ............................................. 12
       - Tier 5 Competencies ............................................. 12
C. Building Appropriate and Responsive Environments

Tier 1 Competencies ................................................................. 12
Tier 2 Competencies ................................................................. 12
Tier 3 Competencies ................................................................. 13
Tier 4 Competencies ................................................................. 13
Tier 5 Competencies ................................................................. 13

Standard 2: Building Family and Community Relationships ........................................ 14

A. Building Respectful Relationships

Tier 1 Competencies ................................................................. 14
Tier 2 Competencies ................................................................. 14
Tier 3 Competencies ................................................................. 14
Tier 4 Competencies ................................................................. 14
Tier 5 Competencies ................................................................. 15

B. Recognizing Diverse Family and Community Characteristics

Tier 1 Competencies ................................................................. 15
Tier 2 Competencies ................................................................. 15
Tier 3 Competencies ................................................................. 15
Tier 4 Competencies ................................................................. 15
Tier 5 Competencies ................................................................. 15

C. Engaging Families and Communities

Tier 1 Competencies ................................................................. 16
Tier 2 Competencies ................................................................. 16
Tier 3 Competencies ................................................................. 16
Tier 4 Competencies ................................................................. 16
Tier 5 Competencies ................................................................. 16

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Their Families ........................................ 17

A. Knowing and Using Observation, Documentation, and Assessment

Tier 1 Competencies ................................................................. 17
Tier 2 Competencies ................................................................. 17
Tier 3 Competencies ................................................................. 17
Tier 4 Competencies ................................................................. 17
Tier 5 Competencies ................................................................. 17

B. Collaborate and Assess for Positive Child Outcomes

Tier 1 Competencies ................................................................. 18
Tier 2 Competencies ................................................................. 18
Tier 3 Competencies ................................................................. 18
Tier 4 Competencies ................................................................. 18
Tier 5 Competencies ................................................................. 18
Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families ................................................................. 19
A. Establishing Positive Relationships and Interactions ....................................................... 19
   Tier 1 Competencies ................................................................................................. 19
   Tier 2 Competencies ................................................................................................. 19
   Tier 3 Competencies ................................................................................................. 19
   Tier 4 Competencies ................................................................................................. 20
   Tier 5 Competencies ................................................................................................. 20
B. Implementing Developmentally Appropriate Approaches .............................................. 20
   Tier 1 Competencies ................................................................................................. 20
   Tier 2 Competencies ................................................................................................. 20
   Tier 3 Competencies ................................................................................................. 20
   Tier 4 Competencies ................................................................................................. 21
   Tier 5 Competencies ................................................................................................. 21

Standard 5: Using Content Knowledge to Build Meaningful Curriculum .................... 22
A. Understanding Concepts, Inquiry Tools, and Structure of Content Areas ....................... 22
   Tier 1 Competencies ................................................................................................. 22
   Tier 2 Competencies ................................................................................................. 22
   Tier 3 Competencies ................................................................................................. 22
   Tier 4 Competencies ................................................................................................. 23
   Tier 5 Competencies ................................................................................................. 23
B. Developing Meaningful Curriculum ............................................................................. 23
   Tier 1 Competencies ................................................................................................. 23
   Tier 2 Competencies ................................................................................................. 23
   Tier 3 Competencies ................................................................................................. 23
   Tier 4 Competencies ................................................................................................. 23
   Tier 5 Competencies ................................................................................................. 24
C. Creating Learning Environments .................................................................................. 24
   Tier 1 Competencies ................................................................................................. 24
   Tier 2 Competencies ................................................................................................. 24
   Tier 3 Competencies ................................................................................................. 24
   Tier 4 Competencies ................................................................................................. 24
   Tier 5 Competencies ................................................................................................. 24

Standard 6: Becoming a Professional ............................................................................... 25
A. Developing Professionalism ....................................................................................... 25
   Tier 1 Competencies ................................................................................................. 25
   Tier 2 Competencies ................................................................................................. 25
   Tier 3 Competencies ................................................................................................. 25
Tier 4 Competencies ............................................................................................................ 26
Tier 5 Competencies ............................................................................................................ 26

B. Continuing Professional Growth .................................................................................. 26
   Tier 1 Competencies ........................................................................................................ 26
   Tier 2 Competencies ........................................................................................................ 26
   Tier 3 Competencies ........................................................................................................ 26
   Tier 4 Competencies ........................................................................................................ 27
   Tier 5 Competencies ........................................................................................................ 27

C. Building Leadership and Advocacy Skills .................................................................. 27
   Tier 1 Competencies ........................................................................................................ 27
   Tier 2 Competencies ........................................................................................................ 27
   Tier 3 Competencies ........................................................................................................ 27
   Tier 4 Competencies ........................................................................................................ 28
   Tier 5 Competencies ........................................................................................................ 28

6. Glossary ......................................................................................................................... 29

7. References ..................................................................................................................... 31

8. Resources ....................................................................................................................... 32
    NAEYC Professional Development Standards .................................................................. 32
    Alaska Standards for Culturally Responsive Teaching .................................................. 32
    Early Learning Guidelines ............................................................................................. 32

9. Acknowledgments .......................................................................................................... 33
    SEED Professional Development Committee Members .............................................. 33
    Core Knowledge and Competencies Workgroup .......................................................... 33
    Endorsements & Funding ............................................................................................. 33
1. Introduction

What Are Core Knowledge and Competencies?

Welcome to Alaska’s System for Early Education and Development (SEED) Core Knowledge and Competencies (CKC) document. This document is designed to provide information about what early childhood professionals who work with young children need to know, understand, and demonstrate to best facilitate children’s learning and development. It is also a resource document for early childhood professionals who work in administrative, policy, higher education, and teaching roles.

The CKC are designed to complement other systems that are related to and align with the early care and learning systems in Alaska to include family support services, home visiting, economic support, health, and mental health.
2. About Alaska’s Early Childhood Professional Development System

SEED: Alaska’s Early Childhood Professional Development System

The Alaska System for Early Education Development, or Alaska SEED, is Alaska’s early childhood professional development system for early childhood professionals in the field of early care and learning in Alaska. SEED is a statewide collaborative approach to professional development integrating and recognizing the needs of a diverse workforce. Alaska’s integrated professional development system crosses sectors serving early childhood professionals working in direct and non-direct service roles including:

- Head Start and Early Head Start
- Child care programs in centers and homes
- Prekindergarten programs in community-based and school-settings
- Public school programs (K-3)
- Early intervention and special education services
- Home visiting programs
- Resource and referral agencies
- Higher education institutions
- State Departments of Education and Early Development and Health and Social Services
- Other early childhood care and learning partner agencies

SEED was formed in 2001 with funding from the Federal Department of Education and was originally managed by the University of Alaska Southeast in partnership with the Department of Education and Early Development. Now, thread, Alaska’s Child Care Resource and Referral Agency, is the organizational home for Alaska SEED with funding from the State of Alaska Department of Health and Social Services.

SEED Professional Development Committee

In Alaska, the SEED Professional Development Committee (PDC), a cross-sector of early childhood stakeholders, oversees and guides the work of SEED to integrate, unite, and advance the needs of Alaska’s diverse workforce, including all early childhood sectors that serve children from pre-natal through age eight and their families.

The National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) jointly funded by the federal Administration for Children and Families, Office of Child Care, and Office of Head Start identifies five key elements of an aligned professional development system. The SEED PDC utilizes these elements to guide Alaska’s Professional Development Plan. They include: 1) Core and Competencies; 2) Career Pathways (SEED Career Ladder); 3) Professional Development Capacity; 4) Access to Professional Development; 5) Funding.

The SEED PDC recently added a sixth key element, Governance, in updating Alaska’s Professional Development Plan for the Early Care and Learning Workforce which provides the framework for continued growth of a cross-sector professional development system in Alaska.

SEED has the following six goals for early childhood professional development in Alaska:

- The Core Knowledge and Competencies link to all training and are used by all professionals working with the children birth to age eight, including Infant/Toddler, School-age, and Special Needs sectors.
- Support the establishment of educational standards for early care and learning professionals.
Increase the quality of early education training as a part of the professional development system by linking to the Trainer and Training Approval System.

Develop and implement a continuum of supports to develop and retain qualified early care and learning professionals.

There is sufficient blended funding to support professional development, wages, and program quality incentives.

Alaska SEED supports a collaborative approach to promote a sustainable professional development system that supports early care and learning services to improve outcomes for young children.

The current Professional Development Plan can be accessed through the SEED website: http://www.seedalaska.org/

SEED Registry and Career Ladder

One of the most critical elements to ensuring a successful system for early care and learning in Alaska is having the right information to paint a picture of the trends and needs of our workforce. A part of Alaska SEED is the SEED Registry, a member-based database for early childhood professionals to track and plan their own professional development as well as document and quantify professional accomplishments. The SEED Registry includes all those who work with young children and their families, including Head Start, Infant Learning Program, Before/After School programs, family and center-based child care professionals, child care directors, administrators, all teachers of children preschool through age eight, support staff, and those who provide training for early educators. The SEED Registry tracks the workforce’s ongoing education and training through the SEED database to:

- Document and quantify educational growth and accomplishments;
- Provide information to employers and parents about the early childhood professional credentials of staff working in all early care and learning settings through the SEED Career Ladder certificate;
- Provide critical information to legislators and policy makers about the trends of early childhood professionals working in the early care and learning field;
- Drive quality and accountability for early care and learning practitioners and programs;
- Bring increased recognition, professionalism and compensation to the early care and education field.

The Alaska SEED Career Ladder is a career pathway recognizing credit-based education and training for all early care and learning professionals. The Registry awards a SEED certificate to SEED Registry members verifying placement on the SEED Career Ladder. The Registry staff validates and evaluates credit-based professional development and specialized credentials for placement on the SEED Career Ladder.

Trainer and Training Approval System

The SEED Trainer and Training Approval System is a part of the SEED Professional Development System and the SEED Registry, administered by thread. The Trainer and Training Approval System provides quality assurance for early childhood trainers and training in Alaska.

The trainer and training approval system ensures that training content reflects current research, aligns with the SEED Registry, Core Knowledge and Competencies, and the Early Learning Guidelines, and is delivered in a way that reflects how adults learn.

Alignment Between Components of other Early Childhood Systems

- Early Childhood Comprehensive Systems (ECCS) project facilitates the building and implementation of statewide comprehensive systems of care that support family and community approaches to promoting positive early development and early school success for young children. The ECCS related goals are:
1. Early care and learning programs for children birth through age eight based on standards of best practice.
2. The early childhood workforce will be well-qualified and fairly compensated.
   • Learn & Grow
   Learn & Grow, Alaska’s Quality Recognition and Improvement System (QRIS), is a recognition system that advances the quality of early care and learning to foster the success of young children. Learn & Grow provides a framework for assessing, improving, and communicating the level of quality in early care and learning programs.
   The Learn & Grow standards of: 1) Relationships & Learning Environment; 2) Family Engagement; 3) Leadership & Management; 4) Health & Safety; and 5) Staff Qualifications and Professional Development, align with the Core Knowledge and Competency goals and standards.

3. About Core Knowledge and Competencies

Purpose and Definition
Early care and education settings are diverse, but the foundation of knowledge needed by all practitioners is at its core, the same. The Core Knowledge and Competencies are designed for all professional development levels and for all settings. Additional course work, credentials, endorsements, and work experience can build on this foundation for increasing competence for all early childhood professionals.
   • Core knowledge: the central concepts that adults who work with young children need to know and understand to facilitate children’s learning and development.
   • Core competencies: the central range of observable skills that adults who work with young children need to facilitate children’s learning and development.

Together these “cores” create a foundation for the SEED Professional Development system by providing a road map for curriculum development, organizing and approving training and trainers, informing academic coursework, and providing a basis for the levels on the SEED Career Ladder. Core Knowledge and Competencies create a common language that provides for early educator’s learning outcomes and a tool to document skills throughout a practitioner’s professional development. Additionally, Alaska’s SEED System includes a cross sector approach that promotes movement within the field to increase overall retention as practitioners are prepared to work in more than one sector.

CKC define the desired content and skill areas for professional training and education. Systems must have the capacity to deliver these opportunities to the workforce and the ability to support access to training and education in order to increase knowledge and competence. Development of CKC should result in a workforce that makes progress on the career pathway, with increased compensation and benefits. Successful implementation includes supportive workforce conditions that allow for knowledge and skills to translate into improved practice and contribute to job satisfaction and retention (PDW Center).

Why are they important?
Core knowledge and competencies provide a fundamental and consistent set of knowledge and skill areas that are common to all roles working with children from birth to age eight. Adults working in early childhood make countless daily decisions that impact children’s healthy development and learning. It is critical that these decisions be made based on nationally recognized standards of best practice. There are many benefits to having a clearly defined core body of knowledge and competencies:
   • Enables those working in early childhood to understand child development in a cultural and comprehensive
context, which will result in better care and development of young children in Alaska, and quality programs for children and families.

- Enhances the profession of early care and education by requiring specialized knowledge, skills, and dispositions gained through education and ongoing professional development.
- Provides a framework for the preparation of those entering the field and the continued professional growth of those already working with young children and their families.
- Provides a helpful tool as individuals assess their own knowledge and skill levels, from entry level to mastery, and charts a course for professional development.

How were they developed?
The Core Knowledge and Competencies are based on what research and national professional organizations have indicated as the critical set of skills, knowledge, and attitudes needed to work with young children and their families. In Alaska, the SEED Professional Development Committee has selected the National Association for the Education of Young Children (NAEYC) Teacher Standards, the Alaska Teaching Standards, and the Standards for Culturally Responsive Teaching in Alaska as a basis for the Core Knowledge and Competencies.

The Alaska Early Learning Guidelines (ELGs) provide guidance on what young children should know and be able to do at specific developmental stages. Alaska’s Core Knowledge and Competencies link with the ELGs to ensure that early educators are prepared to foster children’s learning across multiple domains. The ELGs serve as a source document, informing practitioners and parents about expectations for children’s development and learning. Additionally, Alaska’s Core Knowledge and Competencies are inclusive of DEC standards, Head Start Performance Standards, and the Council for Professional Recognition CDA Competency Standards, which are the national standards used to evaluate a caregiver’s performance with children and families during the CDA assessment process. The six Competency Goals are:

I. To establish and maintain a safe, healthy learning environment
II. To advance physical and intellectual competence
III. To support social and emotional development and to provide positive guidance
IV. To establish positive and productive relationships with families
V. To ensure a well-run, purposeful program responsive to participant needs
VI. To maintain a commitment to professionalism

How are they used?
Core Knowledge and Competencies provide all who work within Alaska’s early care and learning sectors a common set of standards upon which training, technical assistance, and post-secondary coursework can be designed and aligned.

The Core Knowledge and Competencies may be used by professionals working directly with young children as a self-assessment tool to identify gaps in competency areas where additional education or training is needed or used to document the skills used in working with young children and families. The CKC can also be used as a tool to support self-reflection and track progress as new skills are gained.

Credentials and Licensing
Alaska’s Core Knowledge and Competencies can also be used to align with existing professional development credentials and licensing regulations. Tier 3 of the CKC includes the knowledge and skills comparable to a Child Development Associate (CDA) credential. Tier 3 also aligns with Levels 7 on the Alaska SEED Career Ladder if a practitioner has a current CDA credential.
Alaska’s child care licensing regulations also have specific requirements and qualifications for caregivers working in various child care settings that align with the CKC. At the time Alaska’s Core Knowledge and Competencies were being written, the Department of Health and Social Services proposed the adoption of regulation changes to child care facility licensing requirements, including child care centers, group homes or child care homes. For a copy of the current licensing requirements, please contact the Child Care Program Office.

Different ways the Core Knowledge and Competencies may be used:

| Caregivers/Teachers | • Assess level of knowledge and skill in the six content areas.  
|                     | • Identify specific areas of need for professional development (e.g., training/education). |
| Directors, Program Administrators | • Specify professional development (e.g., training/education) requirements for staff job descriptions.  
|                     | • Develop staff professional development (e.g., training/education) plans and policies.  
|                     | • Establish a salary scale based on levels of competency. |
| Trainers, Training | • Plan and organize professional development (e.g., Organizations training/education).  
|                     | • Promote professional development (e.g., training/education) opportunities. |
| Higher Education Faculty, Staff, and Administrators | • Coordinate and design course content and facilitate articulation between institutions of higher learning.  
|                     | • Assess current program content to determine course development. |
| Federal, State, and Local Agencies | • Develop and implement programs and funding that will enhance professionalism in the field of early care and education. |
| Parents | • Assess content knowledge of potential or current caregivers and teachers of their children. |
| Others | • Public and private investments, incentives, and initiatives that encourage and facilitate professional competency.  
|                     | • Early childhood advocates educate parents, general public, and policy makers about the need for and the impact of professional standards on the quality of early care and education. |

Core Knowledge and Competencies inform one part of Alaska’s larger Early Childhood System. An early childhood system includes three parts:

- The program that delivers early care and education services → program standards
- The people who receive the services → learning standards
- The people who provide the services → professional standards
Determining whether quality services are being provided requires looking at all three parts. In Alaska, program standards begin with licensing regulations as the minimum and progress to accreditation standards. Accreditation is administered from various entities to include the National Association for the Education of Young Children, the National Association of Family Child Care, National After School Association, and others. The Environmental Rating Scales are another mechanism being widely used to assess program quality in many settings. Alaska’s emerging Quality Recognition and Improvement System (QRIS), Learn & Grow, will provide additional program standards and more resources for building quality in the future.

Alaska’s ELGs provide the essential information for examining learning standards for those who love, care for, and educate young children. Early Learning Guidelines are used by families and local communities, by states, and by countries in order to strengthen and coordinate early childhood practices, programs, and policies. Head Start, Infant Learning Programs and Public School Districts utilize learning standards to measure how children and their families are doing and how responsive programs are in meeting children’s needs.

Alaska’s Core Knowledge and Competencies are broad and can be tailored to support everyone working in the field of early care and learning whether they are classroom teachers, center-based and family child care professionals, Head Start/Early Head Start, ILP professionals, administrators, child care resource and referral staff, trainers, etc. Core Knowledge and Competencies are consistent with the National Association for the Education of Young Children (NAEYC) Standards, Division of Early Childhood of the Council for Exceptional Children (DEC), Federal Head Start Program Performance Standards, and the Child Development Associate (CDA) Credential Competency Standards.

There are multiple uses for this document that may include the following but are not limited to:

- Early childhood professionals working directly with children and families can use the Core Knowledge and Competencies to assess their current skills and identify areas to improve their practice.
- Administrators of early care and learning programs can use it to create staff orientation, develop job descriptions, create training plans, and perform staff evaluations.
- Higher education instructors can utilize it in planning and evaluating course content and as a framework for articulation and transfer agreements.
- Home visitors, including prevention and early intervention and mental health practitioners, can utilize the CKC to guide their practice. CKC could also be used to develop effective hiring practices and training plans for staff.
- Alaska SEED will utilize the CKC as the foundation of the professional development system, including for trainer and training approval, training registration, and tracking.
- State and Local Agencies could integrate the CKC into policies and regulations to support quality early care and education programs and services.

4. About this Document

Core Knowledge Areas

The core knowledge areas are the central concepts that adults who work with young children need to know and understand to facilitate children’s learning and development.

Core Competencies

Levels of Competence refer to a range of observable skills and abilities that adults who work with young children need to facilitate children’s learning and development.
Tiers of Competence

Alaska’s Core Knowledge and Competencies document includes six standards or areas of competency. Each standard describes the knowledge and skills professionals need to work with children birth through age eight and their families. These six areas are:

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Their Families
4. Using Developmentally Effective Approaches
5. Using Content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

Each standard is divided into two to three subheadings that further articulate the knowledge and skill of that particular standard. Within each subheading are multiple competencies organized by tiers. The tiers of competency start with the basic skills necessary to enter the field and continue through an advanced tier of academic preparation and varied experience. The five tiers are cumulative. Tier 2 includes all the competencies of Tier 1 in any particular category. Tier 3 includes competencies in Tier 1 and Tier 2, and so on.

- **Tier 1** sets the foundation for early care and education and includes the basic knowledge and skills expected of a professional new to the field, or one who has been in the field with little opportunity for specialized training or education.

- **Tier 2** includes Tier 1 plus the knowledge and skills attained through training that meets CDA guidelines and includes at minimum 3 of the 8 CDA content areas up to 3 EC credits.

- **Tier 3** includes Tiers 1 and 2 plus knowledge and skills equivalent with a Child Development Associate credential up to 18 EC credits.

- **Tier 4** includes Tiers 1, 2, and 3 plus knowledge and skills commensurate with an associate degree up to a bachelor’s degree in early childhood education or child development or a degree in an unrelated field with up to 30 EC credits.

- **Tier 5** includes Tiers 1 through 4 plus knowledge and skills commensurate with an advanced degree in early childhood or child development or a degree in an unrelated filed with 30 EC credits.

SEED Career Ladder

The SEED Career Ladder provides a pathway articulating advancement in the early care and learning profession. It provides a common system for everyone working in this field. Alaska’s career ladder has twelve levels from entry to Ph.D. It includes a parallel career ladder for those working in the early intervention field. The SEED Professional Development Committee has established an alignment between the Core Knowledge and Competencies and the SEED Career Ladder:
<table>
<thead>
<tr>
<th>CKC Tiers 1-5</th>
<th>SEED Career Ladder Levels 1-12</th>
</tr>
</thead>
</table>
| **Tier 1:** Sets the foundation for early care and education and includes the basic knowledge and skills expected of a professional new to the field, or one who has been in the field with little opportunity for specialized training or education. | **Level 1:** Working in the field or high school diploma/GED with motivation to advance in early childhood field  
Level 2: 24 hours of training from SEED-approved source  
Level 3: Planting the SEED of Success (40-hour foundation course) or 1 EC credit |
| **Tier 2:** Includes Tier 1 plus the knowledge and skills attained through training that meets CDA guidelines and includes at minimum 3 of the 8 CDA content areas up to 3 EC credits. | **Level 4:** 60 hours of CDA training or 60 hours of SEED-approved training or 2 EC credits  
Level 5: 120 hours of SEED-approved training or 3 EC credits |
| **Tier 3:** Includes Tiers 1 and 2 plus knowledge and skills equivalent with a Child Development Associate credential up to 18 EC credits. | **Level 6:** Current CDA or 6 EC credits  
Level 7: 12 EC credits  
**EI/ILP Track:** Developmental Associate I: Current CDA or current PAT credential and completion of applicable sections Part C Credential  
Level 8: 18 EC credits  
**EI/ILP Track:** Development Associate II: AA degree in related field without licensure and completion of applicable sections of Part C Credential |
| **Tier 4:** Includes Tiers 1, 2, and 3 plus knowledge and skills commensurate with an associate degree up to a bachelor’s degree in early childhood education or child development or a degree in an unrelated field with up to 30 EC credits. | **Level 9:** AA degree in EC or related field or unrelated field with 18 EC credits  
**EI/ILP Track:** Developmental Specialist I: BA degree in related field without current certification or licensure or AA degree in a related field with current licensure and completion of Part C Credential  
Level 10: BA degree in EC or related field or unrelated field with 30 EC credit  
**EI/ILP Track:** Developmental Specialist II: BA degree in related field with current certification or licensure or MA degree in related field without certification or licensure and completion of Part C Credential |
| **Tier 5:** Includes Tiers 1 through 4 plus knowledge and skills commensurate with an advanced degree in early childhood or child development or a degree in an unrelated filed with 30 EC credits. | **Level 11:** MA degree in EC or related field or unrelated field with 30 EC credits  
**EI/ILP Track:** MA Developmental Specialist III: MA degree in related field with current certification or licensure and completion of Part C Credential  
Level 12: Doctorate in EC or related field or unrelated field with 30 EC credit  
**EI/ILP Track:** Developmental Specialist IV: Ph.D. in related field with current certification or licensure (as required) and completion of Part C Credential |
5. Core Knowledge and Competencies Standards

<table>
<thead>
<tr>
<th>Standard 1:</th>
<th>Promoting Child Development and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. How Children Develop</td>
<td></td>
</tr>
<tr>
<td>B. Understanding Influences on Child Development</td>
<td></td>
</tr>
<tr>
<td>C. Building Appropriate and Responsive Environments</td>
<td></td>
</tr>
</tbody>
</table>

**Promoting Child Development and Learning**

Early childhood professionals are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

**A. How Children Develop**

**Tier 1 Competencies:**
- Recognizes that development occurs in a continuum.
- Recognizes that children respond to situations differently.
- Identifies basic developmental milestones of children prenatal through middle childhood.
- Identifies and defines developmental domains (physical, cognitive, social/emotional, and communication).
- Identifies several ways that children are different from adults in learning, thinking, behavior, and needs.
- Defines temperament and the role it plays in how children respond to people and the environment.
- Describes the role of play and exploration in children’s overall development.
- Recognizes the importance of observing and documenting children’s development.

**Tier 2 Competencies:**
- Explains how findings from brain development research apply to early care and education practices.
- Can identify the major theories and theorists of child development.
- Adapts care and education to children’s changing needs.
- Describes the sequence of communication development.
- Describes the sequence of physical development, including gross and fine motor skills.
- Describes the sequence of cognitive development in children, including language and communication.
- Describes the sequence of social and emotional development in children.
- Distinguishes between typical and atypical development, recognizing that there is a range of ages at which children acquire skills.
- Documents through child observation and screening any risk factors, delays, or disabilities that may indicate a need for special services.

**Tier 3 Competencies:**
- Explains the physical, social/emotional, and cognitive differences of children as relates to the children in their care.
- Explains social and learning styles of children and various ways children learn.
Explains current theories and ongoing research in early care and education as it applies to the children in their care.

Uses observation strategies to analyze children’s play, interests, and actions and record developmental changes.

Monitors children’s health status and intervenes appropriately when it impacts their behavior, interaction, and learning.

Names a variety of practices that support brain development in infants and toddlers and chooses appropriate practices within the program.

**Tier 4 Competencies:**

- Applies major theories and interrelationships across developmental areas of early care and education.
- Integrates information from observation, including recordings on growth and development.
- Integrates information on growth, development, and learning patterns of individuals and groups and applies to practice.
- Identifies strengths, needs, and interests of each child and develops strategies to support each child’s growth and development.
- Share information with families about the general principles of child growth and development.
- Demonstrates knowledge of inclusive philosophy and practices.

**Tier 5 Competencies:**

- Articulates, applies, analyzes, and evaluates current theory, research and policy on child growth and development.
- Uses observation and assessment tools in communication with families.
- Communicates major theories, research, and issues relevant to child growth and development to families in a way that is meaningful.

**B. Understanding Influences on Child Development**

**Tier 1 Competencies:**

- Defines adult-infant attachment and explains how it is important in supporting exploration and later development.
- Describes the relationship between fulfilling children’s basic needs and its impact on growth and development.
- Understands that children’s families and other social environments play important roles in supporting and shaping development.
- Respects and accepts cultural differences, including family values and strengths, and the positive effects those differences may have on behavior and development.
- Recognizes that stress resulting from trauma, abuse, neglect, poverty, and other factors impacts children’s development and behavior in individual ways.

**Tier 2 Competencies:**

- Demonstrates knowledge of the effects of biological and environmental factors on development.
- Describes different patterns of attachment and the ways that adult interactions support the development of healthy attachment relationships.
- Identifies characteristics of people and environments that promote and support development.
- Describes specific ways that stress due to trauma, abuse, neglect, poverty, and other factors impacts children’s
development and behavior.

- Acknowledges that children can demonstrate their cultural knowledge and capabilities in many ways.

**Tier 3 Competencies:**
- Supports children in creating healthy attachment relationships with significant adults.
- Creates environments and experiences that affirm and respect cultural, linguistic, ethnic, and socio-economic diversity.
- Responds appropriately to the variety of ways children experience grief and loss.
- Displays student work that reflects local cultural knowledge and ways of life.

**Tier 4 Competencies:**
- Employs strategies that support and optimize the healthy development of children.
- Demonstrates ability to embrace and integrate cultural, linguistic, ethnic, and socio-economic diversity into the daily curriculum by partnering with families and caregivers to incorporate and value aspects of language and traditions into the daily routine.
- Demonstrates knowledge of inclusive philosophy and practices and recognizes the range of development in young children.
- Analyzes physical or behavior changes in children as possible indicators of the presence of stress and takes appropriate action.

**Tier 5 Competencies:**
- Understands and articulates research and theory related to the range of influences on child development.
- Teaches and mentors others in understanding influences on child development related to environmental, socio-economic, cultural, and relationship factors.
- Facilitates children’s participation in meaningful community-based cultural activities that are embedded with academic content.

**C. Building Appropriate and Responsive Environments**

**Tier 1 Competencies:**
- Describes the elements of a welcoming, supportive, healthy, and enriching learning environment.
- Follows a consistent yet flexible schedule that is appropriate for all children.
- Maintains a physically and emotionally safe environment and creates learning spaces with focus on safety, health, routines, and play/exploration.
- Offers children choices.
- Supports and encourages children’s participation in a variety of activities.

**Tier 2 Competencies:**
- Follows a daily routine that balances individual, large and small group activities, child-directed and teacher-directed activities, and indoor and outdoor activities.
- Maintains, monitors, and adapts a daily schedule appropriate for young children.
- Describes how environments support children’s independence, exploration, and positive behavior.
- Uses materials that demonstrate acceptance of all children’s gender, family, race, language, culture, ethnic, socio-economic, and special needs.
- Provides an interesting and secure environment that encourages play, exploration, interaction, and learning.
Provides space balanced between active and quiet areas, individual and group, and indoor and outdoor activities.

Incorporates local knowledge and resources to create a learning environment that honors diverse cultures in present-day contexts.

**Tier 3 Competencies:**
- Plans and creates indoor and outdoor environments that are safe, stimulating, engaging, and intentionally designed to support curriculum goals.
- Adjusts the routine and environment to provide numerous opportunities for children to engage in extended periods of free exploration and spontaneous play within the daily routine.
- Build children’s pride in their cultures, families, and communities by creating learning centers that reflect the culture and community members of the children.
- Uses opportunities throughout the day to incorporate activities that facilitate development in language, fine/gross motor, and social-emotional and cognitive areas.
- Promotes children’s development of age-appropriate, self-regulated behaviors by using routines, schedules, and classroom design.

**Tier 4 Competencies:**
- Creates learning in the environment by using materials, child-choice, and play as a context for enhancing development and active learning.
- Provides experiences and materials that encourage learners to adapt and use cultural and traditional knowledge.
- Chooses, uses, and evaluates appropriate technologies for the age of the children within a setting.
- Demonstrates the knowledge and ability to modify the environment to manage behaviors when necessary.
- Develops strategies that allow children to play an important role in planning curriculum.
- Observes the program, evaluates how the environment is meeting the needs and interests of the children, and makes changes as appropriate.
- Observes the environment and makes adjustments to reduce behavior issues and maximize appropriate use of materials.
- Ensures the environment facilitates learning in all developmental areas: cognitive, language, physical, social, and emotional.
- Plans environment for children with special needs or learning styles based upon recommendations and input from families and specialists.

**Tier 5 Competencies:**
- Articulates, analyzes, evaluates, and applies current theory and research on design of environment.
- Develops strategies that support the children’s, parent/family, and school district personnel’s role in creating appropriate and responsive environments.
- Teaches and mentors others regarding development of an appropriate and responsive learning environment.
- Provides engaging and stimulating culturally relevant learning opportunities both in and out of the classroom.
Building Family and Community Relationships
Early childhood professionals understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. They understand the importance of building on family strengths.

A. Building Respectful Relationships

Tier 1 Competencies:
- Respects the family’s role as primary educator.
- Describes qualities of programs that are healthy, accessible, inclusive and welcoming for all families.
- Describes what a strengths-based, family-centered practice means and identifies key practices in partnering with families.
- Establishes positive communication and relationships with families.
- Follows rules of confidentiality.
- Recognizes stress factors affecting families and can provide some local resources for families.

Tier 2 Competencies:
- Shares knowledge of child development and individual variances with families.
- Creates and maintains open, friendly, and cooperative relations with families and communicates daily events.
- Supports children’s relationships with their families.
- Uses practices that value and build on family strengths.
- Partners with families to develop healthy behaviors and routines for their children.
- Identifies different ways to communicate with families such as verbal, non-verbal, written.

Tier 3 Competencies:
- Creates opportunities for families to engage in the program and to interact with one another.
- Fosters parents’ abilities to notice and appreciate their child’s development and individuality.
- Monitors at-risk parents and assists parents in accessing appropriate resources as necessary.
- Plans and conducts family conferences.
- Implements effective conflict resolution techniques with families.
- Identifies and explores one’s own personal beliefs, values, and biases.

Tier 4 Competencies:
Articulates the various theories of family systems and the effect of stress and crisis on families and their children.
Assesses, plans, and conducts activities for family support and participation.
Promotes a unified approach to sharing child information with families by engaging in joint planning with other classroom staff and specialists.
Involves and supports families in development of Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP).

**Tier 5 Competencies:**
- Articulates, applies, analyzes, and evaluates current theory, research, and policy on importance of relationships with families within early care and education.
- Involves family as decision makers in settings.
- Evaluates a variety of communication techniques and selects appropriate methods to support and build trusting relationships with each family.

**B. Recognizing Diverse Family and Community Characteristics**

**Tier 1 Competencies:**
- Acknowledges the varying structures of children’s families.
- Accepts differences in children and families.
- Recognizes that there are local cultural protocols for connecting with diverse community members.

**Tier 2 Competencies:**
- Respects and supports cultural differences and diverse family structures.
- Works effectively with families from a variety of cultural, linguistic, ethnic, and socio-economic backgrounds.

**Tier 3 Competencies:**
- Understands how cultural perspectives influence the relationship among families, schools, and communities.
- Recognizes that information on cultural and family beliefs about child-rearing is learned through active outreach and engagement with parents.
- Strives to ensure that community diversity and cultures are reflected in the setting.
- Works with early intervention programs to implement family-centered intervention services when appropriate.

**Tier 4 Competencies:**
- Explains how families within many cultures are different and have different family structures.
- Articulates and applies theories of family development and dynamics within multi-cultural communities.
- Demonstrates knowledge of the potential impact of cultural, linguistic, ethnic, and socio-economic diversity that can exist between the home and setting.

**Tier 5 Competencies:**
- Accesses appropriate formalized family assessment and intervention resources for diverse families.
- Integrates children’s home cultures and languages into the program as appropriate.
- Participates in teams that are coordinating services for children and families.
- Maintains a family-centered philosophy when working with others in the community.
- Utilizes family funds of knowledge to make environment more inclusive.
C. Engaging Families and Communities

Tier 1 Competencies:
- Identifies community resources that support children and families.
- Establishes collaborative, positive working relationships with early care and learning professionals.
- Supports families to access resources that meet families’ needs.

Tier 2 Competencies:
- Informs parents about activities and events in the program and suggests ways for families to be involved.
- Utilizes community resources within the program that support children and families.
- Refers families to appropriate community resources.
- Assists families in making their own referrals and requests for services.
- Identifies appropriate resources for comparing and contrasting their own personal cultural identity and community with that of the learning environment community.

Tier 3 Competencies:
- Participates in parent and community involvement activities.
- Participates in teams that are coordinating services for children and families.
- Maintains a family-centered philosophy when working with others in the community.
- Utilizes appropriate resources to establish relationships with community members.

Tier 4 Competencies:
- Plans parent and community involvement activities.
- Provides leadership for teams that are coordinating services for children and families.
- Assists with public awareness activities to inform the community about early care and education services.
- Assists with community outreach efforts.
- Promotes involvement of local Elders, Culture Bearers, and parents in the learning community.

Tier 5 Competencies:
- Works to develop resources in the community.
- Represents the early childhood field in collaborative community endeavors.
- Develops and maintains relationships with other disciplines and specialties in related fields.
- Monitors relationships with families and selects strategies that insure feedback, evaluation, and involvement with all families.
- Uses a system of multiple communication techniques throughout the program to accommodate a wide range of families’ needs or styles.
- Mentors others in the use of local cultural protocols.
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Their Families

A. Knowing and Using Observation, Documentation, and Assessment

B. Collaborate and Assess for Positive Child Outcomes

Observing, Documenting, and Assessing to Support Young Children and Their Families

Early childhood professionals understand that child observation, documentation, and other forms of assessment are central to their practice. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. They are culturally-responsive educators who incorporate local ways of knowing, teaching, and assessing.

A. Knowing and Using Observation, Documentation, and Assessment

Tier 1 Competencies:
- Assists with collection of information about each child’s development.
- Identifies the screening and assessment tools used by the program and their unique purposes.

Tier 2 Competencies:
- Meets federal, state, and program documentation requirements by collecting objective and complete information about each child.
- Understands why the collection of observations and documentation is important.
- Aware of range of developmental milestones as identified in the State of Alaska “Early Learning Guidelines” and “Content and Performance Standards for Alaska Students.”

Tier 3 Competencies:
- Observes children continually, analyzes, and evaluates findings, and applies this knowledge to practice.
- Selects appropriate assessment methods.
- Administers and interprets formal and informal assessments in a non-biased manner.
- Recognizes when development is not progressing at a typical rate in one or more developmental area and seeks guidance.
- Develops and implements individual plans including referrals as appropriate.

Tier 4 Competencies:
- Plans culturally appropriate assessments.
- Refers children for further evaluation when appropriate.
- Monitors children’s progress of goals developed by self and other staff and specialists.
- Applies knowledge of range of development milestones as identified in the State of Alaska “Early Learning Guidelines” and “Content and Performance Standards for Alaska Students.”

Tier 5 Competencies:
- Articulates, applies, analyzes, and evaluates current theory, research, and policy on assessment.
Communicates major theories, research, and issues relevant to observation and assessment.
Establishes criteria, procedures, and documentation methods for assessment.

B. Collaborate and Assess for Positive Child Outcomes

Tier 1 Competencies:
- Views children as individuals and acknowledges that children develop at their own rate.
- Maintains confidentiality between the program and the child’s family regarding each child’s observation and assessment.

Tier 2 Competencies:
- Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situation.
- Communicates observation in written and oral form.

Tier 3 Competencies:
- Appreciates and accommodates the range of development and skills among children.
- Recognizes environmental factors that may place children at risk.
- Explains the importance of ongoing assessment to families and other staff.

Tier 4 Competencies:
- Uses and considers assessment and screening information when making curriculum and program decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Communicates observation and assessment results to families both informal and standardized, in a clear and supportive manner.
- Develops and implements individual child goals based on observation, assessment and parent input.
- Works cooperatively with assessment and health care teams for children with special needs.

Tier 5 Competencies:
- Educates and informs the field about the importance of child self-reflection and how to support children’s self-reflections.
- Utilizes assessment information to inform program decision-making.
- Works closely with families and community agencies and schools to achieve a high tier of complementary educational expectations between home and school.
Using Developmentally Effective Approaches to Connect with Children and Families

Early childhood professionals understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

A. Establishing Positive Relationships and Interactions

Tier 1 Competencies:

- Demonstrates warm, positive, nurturing, and respectful interactions with children.
- Understands the importance of trusting relationships with children where they feel safe, secure, and valued.
- Recognizes when a child is in distress and requires adult support to console or soothe the child.
- Recognizes that children mirror emotions evident in adults.
- Understands that family and community have different cultural, linguistic, ethnic, and socio-economic experiences that play a role in how children respond socially to adults and other children.
- Recognizes that students have significant indigenous cultural knowledge already in place.

Tier 2 Competencies:

- Responds to children’s initiations and request, including the nonverbal cues of infants and toddlers.
- Uses care-taking activities as an opportunity to foster healthy development through positive adult/child interactions.
- Promotes children’s security and attachment by responding promptly and consistently to their needs, providing frequent and affectionate one-on-one contact, and offering predictable daily routines and interactions.
- Supports children in recognizing and expressing feelings in both themselves and others.
- Monitors children’s relationships and is aware of their involvement with each other.
- Interacts in a manner reflecting respect for the child’s family, self, and others.
- Validates child’s own culture as one of many indigenous cultures.

Tier 3 Competencies:

- Promotes positive, pro-social relationships among children and helps each child feel accepted in the group.
- Takes a role of facilitator or observer when supporting children in resolving conflicts with each other.
- Uses a consistent procedure, in partnership with families, to transition children into and out of the program.
- Recognizes the role of positive relationships in social/emotional development.
- Communicates and informs others of the link between positive social-emotional development and learning.
Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.

**Tier 4 Competencies:**
- Provides opportunities for children to listen, interact, and communicate freely with other children and adults.
- Effectively de-escalates emotional and behavioral situations with children in supportive ways.
- Monitors the children’s interactions and adjusts the program to support all children in listening, interacting, and communicating freely with others.
- Collaborates with families to develop individually appropriate expectations for children’s behavior.
- Articulates the theory and current research on attachment and the role of relationships in supporting healthy social emotional development.
- Connects families and caregivers to community resources, including mental health resources, to provide families and caregivers with additional assistance when needed.

**Tier 5 Competencies:**
- Develops written policies for responsive interactions and caregiving.
- Designs and implements behavior plans to guide children towards appropriate behavior in cooperation with parents and other involved adults as appropriate for individual children.
- Applies, analyzes, and evaluates current theory and research promoting social development.
- Communicates to others the process for developing curriculum that promotes social development.
- Teaches and mentors other teachers in responsive caregiving.
- Consistently supports and promotes children’s cultural identity within a multicultural world.

**B. Implementing Developmentally Appropriate Approaches**

**Tier 1 Competencies:**
- Identifies a variety of positive guidance techniques.
- Facilitates and participates in children’s play without taking over the activity.
- Provides appropriate supervision of children.

**Tier 2 Competencies:**
- Uses a variety of positive guidance strategies that respect children and teach appropriate social skills.
- Maintains reasonable expectations about children’s needs, abilities, and interests.
- Asks open-ended questions and encourages children to ask questions.
- Establishes and communicates limits for acceptable behavior.
- Addresses problem behavior or situation, rather than labeling the child.
- Identifies physical, cognitive, social/emotional, and communication developmental stage of children.
- Recognizes different personalities and individual differences of children and families in development and their impact on children’s needs.
- Guides children to resolve interpersonal conflicts and solve problems with others.

**Tier 3 Competencies:**
- Modifies play no longer appropriate for the learning environment.
- Adapts the learning environment and curriculum to minimize potential challenging behaviors.
Encourages children to develop independence by providing physical and emotional security and opportunities for children to master new skills, experience success, and safely take risks.

Evaluates a variety of positive guidance techniques and selects appropriate methods for the specific situation or child.

Designs and implements behavior plans to guide children toward appropriate behavior.

Provides an appropriate balance of child-led and child-directed activities with adult-guided activities.

Relates guidance practices to knowledge of children’s personalities and tiers of development.

**Tier 4 Competencies:**

- Recognizes and responds to individual behavioral concerns related to developmental or emotional stress.
- Uses knowledge of child development theory to improve child guidance techniques.
- Uses child assessment to individualize and improve child guidance.
- Demonstrates knowledge of instructional and guidance procedures for integrating children with and without special needs.

**Tier 5 Competencies:**

- Articulates the principles for intervention and conflict resolution in children’s play and learning.
- Develops individual guidance plans, accessing relevant professional for support as needed.
- Articulates, applies, analyzes, and evaluates current theory and research on individual guidance.
Standard 5: Using Content Knowledge to Build Meaningful Curriculum

A. Understanding Concepts, Inquiry Tools, and Structure of Content Areas

B. Developing Meaningful Curriculum

C. Creating Learning Environments

Using Content Knowledge to Build Meaningful Curriculum

Early childhood professionals use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. They understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

A. Understanding Concepts, Inquiry Tools and Structure of Content Areas

Tier 1 Competencies:
- Identifies the components of the content areas of math, science, social studies, the arts and literacy for infants, toddlers and preschoolers.
- Aware of the State of Alaska “Early Learning Guidelines” and “Alaska Content and Performance Standards.”
- Recognizes the primary role sensory experiences, free exploration and play have in children’s growth and learning.
- Reads to children and involves the children through questions and conversations.
- Encourages creative expression.
- Practices observing children to identify their interests and needs.

Tier 2 Competencies:
- Uses Early Learning Guidelines and Content and Performance Standards in program planning.
- Identifies where sensory experiences, free exploration, and play occur during the program.
- Identifies how the creative process supports children’s growth.
- Identifies where children’s interests and needs are incorporated into the program.

Tier 3 Competencies:
- Uses Early Learning Guidelines and Content and Performance Standards in planning and evaluating curricula.
- Provides various sensory experiences and opportunities for play and exploration.
- Makes a wide variety of engaging, age-appropriate books easily accessible to children.
- Provides open-ended activities that foster curiosity, exploration, and problem solving appropriate to the children’s developmental Tiers.
- Participates in implementing service plans and making accommodations for children with special needs.
Tier 4 Competencies:
- Describes how children learn specific content through their sensory experiences, play, exploration, interactions and inquiry.
- Adjusts teaching practices based on individual children’s developmental accomplishments and needs.
- Plans appropriate learning experiences based on observations and analyses of children’s behaviors and activities.
- Provides opportunities for children to raise questions about the world around them and to explore their questions using the scientific method.

Tier 5 Competencies:
- Works collaboratively with other agencies to research and communicate information on physical, cognitive, language and literacy, social/emotional development.
- Identifies and uses specialists in artistic disciplines to incorporate the building blocks of each art form.
- Articulates, analyzes, evaluates, and applies current theory and research on cognitive development, language acquisition, literacy, and social/emotional development.

B. Developing Meaningful Curriculum

Tier 1 Competencies:
- Defines “curriculum” as it applies to programs for infants, toddlers, preschoolers and young school age children.
- Identifies aspects of the program that support children’s emergent literacy, language, and communication.
- Observes themes of local significance to the community.

Tier 2 Competencies:
- Creates learning experiences appropriate to the developmental tier and interests of the children.
- Selects materials appropriate to the developmental tiers of all children within a setting.
- Learns about the cultural values of the community.

Tier 3 Competencies:
- Uses appropriate materials, activities and strategies in an integrated curriculum that includes all content areas.
- Adapts the curriculum, the environment and the materials to meet the needs of individual children.
- Identifies cultural activities and values that can be integrated into the curriculum.

Tier 4 Competencies:
- Plans a program that supports learning in all the specific content areas and is appropriate for the developmental tier of the children.
- Implements an integrated curriculum that addresses the various content areas and is based on children’s needs and interests.
- Develops strategies that allow children to play an important role in planning curriculum.
- Supports participation in local cultural activities and applies those activities to content learning areas.

Tier 5 Competencies:
- Analyzes curriculum models along with their rationales and limitations.
Designs curriculum and/or curriculum supports and shares curriculum design and supports with others.

Teaches others how to design curriculum.

Articulates, analyzes, evaluates, and applies current theory and research on design of curriculum and environment.

Integrates local, cultural knowledge across the content areas.

C. Creating Learning Environments

Tier 1 Competencies:
- Plans individual, small group, and large group activities.
- Provides a variety of activities that are at the different developmental tiers of the children in a setting.
- Ensures that educational materials are child-accessible and are changed or rotated with intentionality.

Tier 2 Competencies:
- Recognizes that curriculum is delivered through environmental arrangement, learning activities, and interactions.
- Creates a learning environment that has dedicated areas for sleeping, eating, diaper changing, food and bottle preparation, physical exploration and movement, and individual and group play.
- Selects materials appropriate to the developmental tiers of all children within a setting.
- Recognizes local cultural festivals celebrated in the surrounding environment.

Tier 3 Competencies:
- Arranges effective and appropriate learning centers that promote active exploration and cooperative play.
- Understands basic classroom management theories, individual guidance techniques, and integration of children with special needs.
- Engages children, families, and community members in seasonal activities.

Tier 4 Competencies:
- Ensures the environment facilitates learning in all developmental areas: cognitive, language, physical, social, and emotional as identified in the Alaska Early Learning Guidelines.
- Plans learning environment for children with special needs or learning styles based upon recommendations and input from families and specialists.
- Creates learning environments that allow individuals to retain and appreciate their own and each other’s language, ethnicity, and cultural heritage.
- Links seasonal activities in and out of the classroom to content-area guidelines.

Tier 5 Competencies:
- Explains and applies major theories of learning environments for young children, including the foundational research behind theories.
- Communicates major theories, research, and issues relevant to learning environments for young children.
- Integrates curriculum for seasonal traditional activities, bridging cultural and academic components.
**Standard 6: Becoming a Professional**

**A. Developing Professionalism**

**Tier 1 Competencies:**
- Demonstrates knowledge of ethical standards, specifically the NAEYC Code of Ethics.
- Defines and maintains rules of confidentiality related to children, families, and colleagues.
- Values reflection on teaching and learning.
- Exhibits professional appearance as defined by program practices.
- Demonstrates good work habits as appropriate to program practices.
- Supports and complies with regulations and licensing standards.
- Recognizes diversities, including socio-economic, cultural, ethnic, gender, sexual/affectional preference, physical, mental, language, religious, and emotional.
- Is sensitive to feelings and needs of children, families, and co-workers.
- Delights in and is curious about children’s development.

**Tier 2 Competencies:**
- Demonstrates a commitment to professional code of ethics.
- Manages demands of personal and professional commitments.
- Maintains personal and professional boundaries with children, families, and service providers.
- Understands quality child care services.
- Recognizes and respects diversities as identified in level one.
- Exhibits the ability to be flexible.
- Values children’s play.
- Recognizes diverse cultural perspectives and professional expertise of co-workers.

**Tier 3 Competencies:**
- Acts to maintain ethical standards in oneself and others.
Exhibits familiarity with current trends in early childhood education.
Engages routinely in reflection of teaching practices and the behavior of children.
Promotes quality in child care services.
Is open to new ideas and continually refines practice as a result.
Works as a part of a team, making personal contributions to collaborative efforts.
Identifies and utilizes the cultural and professional expertise of co-workers.

**Tier 4 Competencies:**
- Recognizes potentially unethical practices.
- Maximizes strengths of children, families, and co-workers.
- Provides leadership to team while maintaining collaborative approach.
- Articulates and uses a professional code of ethics for making professional decisions.
- Articulates personal philosophy of early childhood education based on knowledge of child development and best practices.
- Evaluates current trends and research in early childhood care and education and adjusts practice as appropriate.
- Reflects upon own values and beliefs and thinks about how they influence and guide decisions, expectations, and behaviors.
- Demonstrates a willingness to take risks and learn from mistakes.
- Consistently collaborates with identified co-workers who have cultural and professional expertise.

**Tier 5 Competencies:**
- Keeps up to date on research and policy relevant to early care and education.
- Describes relationship between theory and practice.
- Initiates and mediates group problem solving of ethical dilemmas.
- Advances program practice by working collaboratively with other staff.
- Maintains currency of research and best practices for children, families, and staff.
- Utilize traditional settings as learning environments to support cultural and academic knowledge and skills.
- Develops documentation of the cultural and professional expertise of co-workers and utilizes it to mentor co-workers new to the community.

**B. Continuing Professional Growth**

**Tier 1 Competencies:**
- Participates in learning opportunities.
- Demonstrates awareness of the professional development continuum for early care and learning professionals.
- Interacts positively and professionally with staff, colleagues, and co-workers.
- Maintains ongoing compliance with continuing education requirements.

**Tier 2 Competencies:**
- Looks to and is aware of professional resources.
- Accepts advice and constructive criticism to improve practice.
- Recognizes the characteristics of collaborative, cooperative working relationships with staff, colleagues, and co-workers.
Follows accreditation standards.
Evaluates own performance and sets goals to advance knowledge of field.

**Tier 3 Competencies:**
- Participates actively in professional association.
- Uses professional resources to improve practice.
- Establishes and participates in relationships with experienced colleagues such as supervisors, mentors, and other professionals.
- Develops and carries out a personal professional development plan.
- Works toward credentials, degrees, and/or program accreditation.

**Tier 4 Competencies:**
- Articulates a professional value system and implements ongoing professional self-reflection.
- Integrates knowledge of historical, philosophical, psychological, and social foundations of education into planning and decision-making.
- Builds upon personal strengths and identifies areas where growth can and needs to occur.
- Serves as coach or provides technical assistance.
- Integrates cultural values into professional development activities.

**Tier 5 Competencies:**
- Explores models of professional development and evaluates/assesses opportunities to promote professional growth of others.
- Designs staff development opportunities for colleagues.
- Participates at local, state, regional, and national conferences and events to disseminate knowledge and establish external professional relationships.
- Identifies change process and develops practices to support professional growth.
- Recognizes the differences in adult and early childhood learning styles and applies knowledge to practice.
- Serves as a mentor.

**C. Building Leadership and Advocacy Skills**

**Tier 1 Competencies:**
- Identifies different communication strategies for use with colleagues.
- Recognizes professional behavior.
- Demonstrates an interest in broader early childhood issues.

**Tier 2 Competencies:**
- Establishes collaborative, cooperative working relationships with staff, colleagues, and co-workers.
- Models professional behavior.
- Demonstrates support for quality early care and learning.

**Tier 3 Competencies:**
- Demonstrates respect, equity and a commitment to conflict resolution in interactions with colleagues.
- Identifies community needs that affect children and families.
- Exhibits knowledge of advocacy issues.
**Tier 4 Competencies:**
- Participates in reflection and problem solving to address ethical dilemmas with integrity and a humane attitude.
- Participates in assessing one’s self and other staff members using the program’s process and tools.
- Initiates problem solving and conflict resolution with staff and colleagues.
- Participates in job interviews in an appropriate and professional manner.
- Describes the legislative process, including legal and advocacy issues that impact children and their families, and communicates this information to others.
- Explains how government policies affect early childhood care and learning.

**Tier 5 Competencies:**
- Serves on professional boards and committees.
- Serves as a spokesperson to the community and the media on early care and education issues.
- Provides a work culture that fosters staff initiative to solve problems and resolve conflicts.
- Advance community well-being through community involvement that promotes the respect for, awareness of and acceptance of different worldviews.
6. Glossary

The following list includes terms, titles, and acronyms you are likely to encounter in the Alaska’s Early Care and Education community.

**Accreditation**: A standard of quality applied to early childhood programs which have successfully completed requirements set forth by the Council on Accreditation (COA), National Association for the Education of Young Children (NAEYC) or the National Association for Family Child Care (NAFCC).

**Approved coursework**: Credit-bearing courses consisting of early childhood content, offered through accredited colleges.

**Articulation agreement**: An agreement that matches coursework between schools, which may include the transfer of professional development credentials, courses, credits, and degrees and/or student performance-based competencies from one program or institution to another within one state or across a region.

**Associate Degree**: An undergraduate academic degree awarded by community, technical, junior, bachelor’s degree-granting colleges, and universities upon completion of a course of study usually lasting two years.

**Attachment**: The process of affection, bonding and connectedness between an infant and significant caregivers or parents that build a sense of trust and security within the child and profoundly affects all areas of development.

**Baccalaureate Degree**: A degree awarded by a college or university to a person who has completed undergraduate studies.

**Career Ladder**: A framework of professional development criteria for credential levels/endorsements.

**Child and Adult Care Food Program (CACFP)**: A food assistance program that provides nutritious meals and snacks for eligible children and adults in care.

**Child Development Associate (CDA) Credential**: The most widely recognized credential in early childhood education, issued by the Council for Professional Recognition, is based on a core set of competency standards designed to improve the quality of child care. The CDA is valid for three years from the award date. [http://www.cdacouncil.org/the-cda-credential](http://www.cdacouncil.org/the-cda-credential)

**Confidentiality**: A set of rules that respects a family’s right to privacy; ensuring that information is accessible only to those authorized to have access, including any information, whether written, oral, or electronic.

**Compensation parity**: The gap in wages and benefits between teachers working in school-sponsored early childhood and market-based early care and education programs regardless of equal or equivalent education or training.

**Content and Performance Standards for Alaska Students**: Broad statements of what students should know and be able to do as a result of their public school experience.

**Culture**: The behaviors, beliefs, values, and characteristics of a particular social, ethnic or age group.

**Developmentally Appropriate**: Programs, activities and environments that are designed on the basis of knowledge.

**Developmentally Effective Approaches**: Strategies and techniques grounded in research about how young children learn and develop.
Disposition: A prevailing tendency, mood or inclination; a temperament makeup; and the tendency to act in a certain manner under given circumstances.

Diversity: The variance among family structures, functions, characteristics, and interests.

Early Learning Guidelines: A set of statements that reflect expectations for children’s knowledge and behavior designed to support the growth and development of young children from birth to kindergarten.

Effective assessment strategies: A system of observation, documentation, and analysis that helps track a child’s progress.

Elders/Culture Bearers: A respected individual from a specific cultural group or community who exemplifies the values, ways of knowing and being and who possess the wisdom and willingness to pass their knowledge to future generations.

Facilitator Role: The caregiver/teacher serves as guides to children to foster healthy development.

Family-centered practice: Beliefs and practices that treat families with dignity and respect; are individualized, flexible and responsive.

Developmentally Appropriate Practice (DAP): The foundation for effective teaching based on child and youth physical, cognitive and social/emotional needs.

IEP: Individualized Education Plan

IFSP: Individualized Family Service Plan

Indigenous: Originating in a particular region or country.

Mentor: A knowledgeable and experienced individual who provides guidance to beginning and experienced professionals to develop knowledge, skills and reflection of practice. Mentorship may include observation and feedback, demonstration of skills, and guidance.

National After School Association: A national association whose mission is to foster development, provide education, and encourage advocacy for the out-of-school-time community. http://naaweb.org/about-us

National Association for the Education of Young Children (NAEYC): A national association dedicated to improving the well-being of and the quality of education and care for all young children birth through age eight. http://www.naeyc.org

National Association of Family Child Care (NAFCC): A national non-profit membership association representing professional providers throughout the United States. www.nafcc.org

National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center)

Quality Recognition Improvement System (QRIS): A system that administers methods of assessment of the level of quality in early childhood programs for the purpose of quality improvement and community engagement.

Strength-based: The ability to recognize and utilize existing abilities and competencies in children.

Systematic observation: Informal and formal screening and assessment approaches to systematically evaluate a child’s growth across all domains of development and learning.
7. References

The SEED Professional Development Committee used the following resources in the development of the Alaska’s Core Knowledge and Competencies:


8. Resources

Several resources were used to develop Alaska’s Core Knowledge and Competencies. We graciously thank and acknowledge the Montana Early Childhood Project “Early Care and Education Knowledge Base” (2008), the National Association for the Education of Young Children (NAEYC), the Vermont Northern Lights Career Development Center “Core Competencies for Early Childhood Professionals” (2013), and the Washington State “Core Competencies for Early Care and Education Professionals” (2009).

Additional resources:

**NAEYC Professional Development Standards**

The NAEYC Standards for Professional Preparation Programs: *The 2009 NAEYC Standards for Professional Preparation Programs*¹ are used by the early childhood education profession across a range of roles, settings, and degree levels, from associate to baccalaureate to graduate programs. They are also used in higher education accreditation systems, in state policy development, and in program improvement systems. Retrieved from [http://www.naeyc.org/positionstatements/ppp](http://www.naeyc.org/positionstatements/ppp)

**Alaska Standards for Culturally Responsive Teaching**

Alaska’s CKC utilized the culturally-responsive standards, key elements, and performance indicator ratings from the Alaska Cultural Standards for Educators to develop areas of knowledge and competencies that help early care and education teachers become culturally responsive teachers by creating learning environments that support, respect, promote, validate, and integrate the cultures of all children and their families. Retrieved from [http://ankn.uaf.edu/Publications/CulturalStandards.pdf](http://ankn.uaf.edu/Publications/CulturalStandards.pdf)

**Early Learning Guidelines**

Alaska’s Early Learning Guidelines (ELGs) provide guidance on what young children should know and be able to do at specific developmental stages. Alaska’s Core Knowledge and Competencies document is consistent in approach and intent with the ELGs. The ELGs serve as a source document, informing professionals and parents about expectations for children’s development and learning, while the Core Knowledge and Competencies serves as a source document for adults working with young children. Retrieved from [http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf](http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf)
9. Acknowledgments

SEED Professional Development Committee Members:

Laura Arrington, Municipality of Anchorage Child Care Licensing
Loren Barnes, System for Early Education Development
Stephanie Berglund, Child Care Resource & Referral Network
Marcy Bish, State of Alaska, Child Care Program Office
Joan Boltz, Alaska National Guard, Child & Youth Program
Helen Coe, Alaska Association for the Education of Young Children
Staci Collier, State of Alaska, Child Care Program Office
Ginger Hall, Cook Inlet Tribal Council, Inc.
Abbe Hensley, Best Beginnings
Christina Hulquist, State of Alaska, Child Care Program Office
Meghan Johnson, Learn & Grow
Samuel Kyle, Warfighter and Family Services, JBER
Nicole Lebo, Camp Fire Alaska
Panu Lucier, System for Early Education Development
Tim Murphy, Administration for Children & Families, Office of Child Care, Region X
Shirley Pittz, Dept. Health & Social Services, Early Childhood Comprehensive Systems
Veronica Plumb, University of Alaska Fairbanks
Kerry Reardon, Anchorage School District, King Career Center
Hilary Seitz, University of Alaska Anchorage
Paul Sugar, Dept. of Education & Early Development, Head Start Collaboration Office
Erin Kinavey-Wennerstrom, University of Alaska Anchorage

Core Knowledge and Competencies Workgroup

Meghan Johnson
Kerry Reardon
Anchorage School District, King Career Center
Hilary Seitz
University of Alaska Anchorage

Endorsements & Funding:

Endorsements:

Office of the Governor
• Alaska Early Childhood Coordinating Council (AECCC)

Funding:

State of Alaska Department of Health & Social Services
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 10, 2015

Agenda Item: 6A

♦ ISSUE
The board is being asked to approve the reapplication of the Rilke Schule Charter School for a period of ten years, terminating on June 30, 2026. The initial charter was approved in 2007 and renewed in 2010.

♦ BACKGROUND
• On June 22, 2015, the Anchorage School Board approved Rilke Schule Charter School’s reapplication for a period of ten years. At the time of this local approval, Rilke Schule was in year five of a ten-year authorization. However, the lease terms for Rilke Schule’s new school site required a ten-year authorization at the time of occupancy.

• Because this new charter contract was approved by the local school district, it requires consideration of the State Board as a charter renewal.

• Behind this cover memo are: 1) an overview of the school and 2) the Charter School Rating Template.

♦ OPTIONS
This is an information item. Action will take place under Agenda Item 20F.
## Rilke Schule Charter School

### Overview

| History | •Opened in 2007 with an initial three year charter  
•Charter renewed in 2010 |
| --- | --- |
| Enrollment | •Current enrollment: 486 students, grades K-8  
•Maximum enrollment: 520  
•Current teacher/pupil ratio is 1:21 |
| Facility | •Rilke Schule's newly constructed school facility is located at 1846 E. 64th Ave, Anchorage.  
The new facility is 39,500 sq. ft., including 28 classrooms, an art room, a music room, a library, a gym/multipurpose room, a resource room, admin offices, a staff lounge, a server room, storage space, janitorial space, and a nurse's office. |
| Staff | •Certified Staff: 1.0 principal; (23) 1.0 classroom teachers; (2) 1.0 art teachers; 1.0 music teacher; (2) 1.0 P.E. teachers  
•Classified Staff: 1.0 admin assistant; 1.0 secretary; 1.0 club assistant; 1.0 nurse  
•Itinerant Staff: school psychologist, speech teacher, ELL teacher, occupational therapist, physical therapist |
| Budget | •Program budget is $4,340,352 |
| Instructional Program | •German language immersion program  
•Instruction in math, science, English language arts, music, and art utilize curricula similar to ASD non-charter schools  
•Instruction in social studies and PE emphasize German culture in addition to aligning with local & state standards  
•German language instruction occurs at every grade level. Curriculum/instruction align with Alaska Standards & national foreign language standards. |

### Student Achievement

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>State</td>
<td>District</td>
<td>School</td>
</tr>
<tr>
<td>3</td>
<td>2014</td>
<td>81.6%</td>
<td>86.5%</td>
<td>93.7%</td>
</tr>
<tr>
<td>4</td>
<td>2014</td>
<td>78.3%</td>
<td>81.5%</td>
<td>92%</td>
</tr>
<tr>
<td>5</td>
<td>2014</td>
<td>81.1%</td>
<td>85.5%</td>
<td>92.3%</td>
</tr>
<tr>
<td>6</td>
<td>2014</td>
<td>78.2%</td>
<td>82.1%</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>2014</td>
<td>81.3%</td>
<td>85.7%</td>
<td>92.3%</td>
</tr>
<tr>
<td>8</td>
<td>2014</td>
<td>83.5%</td>
<td>84.5%</td>
<td>100%</td>
</tr>
</tbody>
</table>
RENEWAL Charter School APPLICATION for

Rilke Schule Charter School

FY 2016

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500
Section 1: Establishment of the Charter at the local level

References: AS 14.03.250. Application for charter schools, AS 14.03.255(c)(1-14) Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

<table>
<thead>
<tr>
<th>Reviewer Rating Template</th>
<th>Section 1</th>
<th>Page Number location(s) of response(s) including Appendices</th>
<th>Reviewer’s notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Purpose</td>
<td></td>
<td>Rating: Compliant/Noncompliant</td>
</tr>
<tr>
<td></td>
<td>Evidence of board approval</td>
<td>Pg. 56-60</td>
<td>Compliant. Board approval occurred June 22, 2015.</td>
</tr>
<tr>
<td></td>
<td>Evidence of signed contract with all required elements</td>
<td>Pg. 61-68</td>
<td>Compliant.</td>
</tr>
<tr>
<td></td>
<td>1. Description of educational program</td>
<td>Pg. 6-7, 10, 61-68</td>
<td>Compliant. Charter contract cites educational program as described in the renewal application.</td>
</tr>
<tr>
<td></td>
<td>2. Specific levels of achievement for the education program</td>
<td>ASD: Destination 2020 (Not included in renewal application; provided at the request of the EED Technical Review Committee; located in 2015 Email Record.)</td>
<td>Compliant. Specific levels of achievement for Rilke Schule align with the Anchorage School District’s “Anchorage 2020” academic plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7. Location and description of facility</td>
<td>Pg. 25, 61-68</td>
<td>Compliant. Facility description and location identified in charter contract.</td>
<td></td>
</tr>
<tr>
<td>8. Name of teachers who by agreement will teach in the charter</td>
<td>Pg. 25, 61-68</td>
<td>Compliant. Complete staff roster included in the application.</td>
<td></td>
</tr>
<tr>
<td>9. Teacher to student ratio</td>
<td>Pg. 26-27, 61-68</td>
<td>Compliant. Teacher to student ratio is 1:21.</td>
<td></td>
</tr>
<tr>
<td>10. Number of students to be served</td>
<td>Pg. 27, 61-68</td>
<td>Compliant. Current enrollment is 486 students.</td>
<td></td>
</tr>
<tr>
<td>11. Term of contract (not to exceed 10 years)</td>
<td>Pg. 28, 61-68</td>
<td>Compliant. Contact terminates in June, 2025.</td>
<td></td>
</tr>
<tr>
<td>12. Termination Clause</td>
<td>Pg. 28, 61-68</td>
<td>Compliant. Charter contract provides a termination clause that is consistent with statute.</td>
<td></td>
</tr>
<tr>
<td>13. Statement of state and federal law compliance</td>
<td>Pg. 61-68</td>
<td>Compliant. Charter contract provides compliance language that is consistent with statute.</td>
<td></td>
</tr>
<tr>
<td>14. Exemptions or requirements included in contract</td>
<td>Pg. 23, 61-68</td>
<td>Compliant. Contract terms exempt the charter from ASD curriculum &amp; scheduling policy.</td>
<td></td>
</tr>
<tr>
<td>Evidence of bylaws or assurance</td>
<td>Pg. 69</td>
<td>Compliant. Well-developed by-laws.</td>
<td></td>
</tr>
<tr>
<td>Evidence of APC, including list of names/qualifications, meeting minutes</td>
<td>Pg. 4-5</td>
<td>Compliant. APC roster, qualifications &amp; meeting minutes included in application.</td>
<td></td>
</tr>
</tbody>
</table>
Section 2: Organization and Administration

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110
Charter school application and review procedure.

<table>
<thead>
<tr>
<th>Reviewer Rating Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 2</td>
</tr>
<tr>
<td>Page Number location(s) of response(s) including Appendices</td>
</tr>
<tr>
<td>Reviewer’s notes Rating: Compliant/Noncompliant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of administrative oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 61-68, Pg. 80-81</td>
</tr>
<tr>
<td>Compliant. Duties of the charter principal are detailed in the school by-laws.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of written administrative policy manual or assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 61-68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of regular parent and teacher contacts for continuous improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 86, 100-102</td>
</tr>
<tr>
<td>Compliant. Evidence of regular meetings between parents, community and school personnel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of annual APC meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 86-150</td>
</tr>
<tr>
<td>Compliant. APC meeting minutes included in application.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of school schedule and calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 2; 189-191</td>
</tr>
<tr>
<td>Compliant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternative options for students if no other educational program exists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
</tr>
<tr>
<td>N/A.</td>
</tr>
</tbody>
</table>
## Section 3: Educational Program and Student Achievement

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

<table>
<thead>
<tr>
<th>Reviewer Rating Template</th>
<th>Section 3</th>
<th>Page Number location(s) of response(s) including Appendices</th>
<th>Reviewer’s notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of educational program</td>
<td>Pg. 10-20</td>
<td>Compliant. German immersion program.</td>
<td></td>
</tr>
<tr>
<td>Evidence of written instructional program that addresses content standards and aligns with statewide assessment system</td>
<td>Pg. 10-20</td>
<td>Compliant.</td>
<td></td>
</tr>
<tr>
<td>Description of plans for serving special education, vocational education, gifted and bilingual students</td>
<td>Pg. 21</td>
<td>Compliant.</td>
<td></td>
</tr>
<tr>
<td>Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels</td>
<td>Pg. 8, 21-22, 107-116 <strong>ASD: Destination 2020</strong> (Not included in renewal application; provided at the request of the EED Technical Review Committee; document located in 2015 Email Record)</td>
<td>Compliant. Evidence of progress toward goals as framed in ASD: Destination 2020 are reflected in positive growth on statewide assessments and positive data on school “Climate and Connectedness” survey. Application identifies tutoring as the remedy for students who do not perform at acceptable levels.</td>
<td></td>
</tr>
<tr>
<td>Description of the mechanisms for student assessment in addition to those required by state law</td>
<td>Pg. 21</td>
<td>Compliant. AIMSweb &amp; Developmental Reading Assessment utilized. International German language assessments also utilized.</td>
<td></td>
</tr>
</tbody>
</table>
### Section 4: Professional Development

References: 4 AAC 33.110 Charter School application and review procedure.

<table>
<thead>
<tr>
<th>Reviewer Rating Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 4</td>
</tr>
<tr>
<td>Description of and schedule for planned professional development</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ASD 2015-16 In-service Calendar (Not included in renewal application; provided at the request of the EED Technical Review Committee; document located in 2015 Email Record)</td>
</tr>
</tbody>
</table>

### Section 5: Facility

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

<table>
<thead>
<tr>
<th>Reviewer Rating Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 5</td>
</tr>
<tr>
<td>Description of facility and location of the charter school including addressing district leased space if applicable</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Evidence of a written facility plans</td>
</tr>
</tbody>
</table>
**Section 6: Admission**


<table>
<thead>
<tr>
<th>Reviewer Rating Template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 6</strong></td>
</tr>
<tr>
<td>evidence of written admission policies and procedures</td>
</tr>
<tr>
<td>evidence of a written student recruitment process, including enrollment and waitlist numbers</td>
</tr>
</tbody>
</table>

**Section 7: Fiscal**


<table>
<thead>
<tr>
<th>Reviewer Rating Template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 7</strong></td>
</tr>
<tr>
<td>evidence of assurance</td>
</tr>
</tbody>
</table>

Budget Summary and budget plan provided at the request of the EED technical review committee (documents located in 2015 Email Record).
**Section 8: Transportation**


<table>
<thead>
<tr>
<th>Reviewer Rating Template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 8</strong></td>
</tr>
<tr>
<td>Page Number location(s) of response(s) including Appendices</td>
</tr>
<tr>
<td>Plans for pupil transportation</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 10, 2015

Agenda Item: 6B

♦ ISSUE
The board is being asked to approve the initial application of the Anchorage STrEaM Academy Charter School for a period of three years, terminating on June 30, 2019.

♦ BACKGROUND
- On December 19, 2014, the Anchorage School Board approved the Anchorage STrEaM Academy Charter School application for a period of three years. However, the school was unable to open in 2015.

- On August 21, 2015, the Anchorage School Board reapproved the Anchorage STrEaM Academy Charter School application for a period of three years, dependent upon the school’s ability to obtain a site commitment by February 15, 2016, and to attract a minimum of 75 students during the March lottery.

- Because this action constitutes a new application, State Board approval is required.

- Behind this cover memo are: 1) an overview and 2) the Charter School Rating Template.

- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

♦ OPTIONS
This is an information item. Action will take place under Agenda Item 20G.
# Anchorage STREaM (Science, Technology, Research, Engineering, Arts and Mathematics) Academy Charter School

## Overview

### History
- Originally submitted to the Anchorage School District on September 1, 2012.
- ASD School Board held a work session on November 18, 2013 to address the application. The Board expressed general support for the philosophy, pedagogy, and educational aspects of the proposed charter school – however the biggest concern was there was no location or facility secured. The Board also had some concerns regarding sustainable funding revenue. At that time, decisions were made to approve the application at the local level pending the ability to secure a location. If no location was secured within the timeframe, both parties agreed to delay the application for opening in the fall of 2015. The school was unable to secure a facility.
- ASD School Board approved the application at their December 1, 2014 meeting with the following conditions: The school must have a site commitment by February 15, 2015 and must attract 75 students during the March 2015 lottery. Information presented at the time of preparation for the February 2015 Board packet stated that Anchorage STREaM was in negotiations with Wayland Baptist University for space, but final agreements and local approval had not been accomplished. STREaM was unable to open in 2015.
- ASD School Board approved a nearly identical application and charter contract at their August 21, 2015 meeting; the only changes reset dates and deadlines to the spring of 2016. All of the aforementioned December 1, 2014 conditions apply to the new approval. As of October 2015, STREaM has not yet finalized lease negotiations with Wayland Baptist University.

### Enrollment
- Services to be provided for students grades 6-8
- Minimum enrollment: 75  Maximum enrollment: 300 (dependent on space selection)
- Proposed teacher/pupil ratio is 1:17

### Facility
- Looking at an East Anchorage location. Considering Wayland Baptist University located at 7801 East 32nd Avenue, Anchorage, AK. 99504
- Looking for 10,000 square feet (if accommodating 75 students) up to approximately 36,000 square feet (for the maximum enrollment of 300 students.) The facility must have student instruction areas that may include grade-level classrooms, a gymnasium, a multi-purpose room, a STEM classroom and a technology lab. Office and staff support areas may include a Principal’s office, staff lounge, nurses office, faculty workroom, small conference/meeting room and janitorial/storage spaces.

### Staff
- Anticipated Teachers (based on enrollment of 300): 18 teachers
<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other anticipated staff members: Custodian, business manager, administrative assistant, secretary, nurse, principal.</td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>Program budget is $1,028,726</td>
</tr>
<tr>
<td>Instructional Program</td>
<td>Standards-based performance promoting mastery learning based on research by Marzano and Wormeli</td>
</tr>
<tr>
<td></td>
<td>Expeditionary Learning focused on project-based interdisciplinary education based on Science, Technology, Engineering and Mathematics (STEM) initiatives</td>
</tr>
<tr>
<td></td>
<td>Learning is couched in research-based community projects</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>TBD</td>
</tr>
<tr>
<td>Transportation</td>
<td>Charter school students can ride school buses on existing neighborhood school routes that provide service in the vicinity of the charter school.</td>
</tr>
</tbody>
</table>
Charter School Rating Template

for

Anchorage STReAM Academy Charter School

FY 2017

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500
## Charter Schools Rating Template

**A= Adequate**  
**IA= Inadequate**  
**NA= Not Applicable**

<table>
<thead>
<tr>
<th>Name of Charter School:</th>
<th>Anchorage STReAAM Academy Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Application and Rating Template:</td>
<td>1/9/15; 10/1/15</td>
</tr>
<tr>
<td>District:</td>
<td>Anchorage School District</td>
</tr>
</tbody>
</table>

### 1. ACADEMIC POLICY COMMITTEE

<table>
<thead>
<tr>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Has the school’s independent academic policy committee operated at an acceptable level?  

<table>
<thead>
<tr>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Bylaws describe plans for the Academic Policy Committee (APC) to be comprised of 9-18 members, including parents of students attending the school, teachers and other school employees, Meetings are to be held monthly during the inaugural year with the goal of moving to quarterly meetings. Meetings will include monitoring of academic policies and achievement, and managing progress towards meeting school objectives. Evidence of APC Minutes from frequent meetings throughout the planning period of 2013-2014 was presented.</td>
</tr>
</tbody>
</table>

b. Is there an independent academic policy on file?  

<table>
<thead>
<tr>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>A full description of the educational program, duties and organizational structure of the APC are outlined in the charter application to the local board.</td>
</tr>
<tr>
<td></td>
<td>LAW PROVISIONS</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>a. To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 – 14).</td>
</tr>
<tr>
<td></td>
<td>b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?</td>
</tr>
<tr>
<td></td>
<td>c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?</td>
</tr>
<tr>
<td></td>
<td>3. EDUCATION PROGRAMS</td>
</tr>
<tr>
<td></td>
<td>a. Has the school made reasonable progress in meeting its academic goals?</td>
</tr>
<tr>
<td></td>
<td>b. Has the school demonstrated progress, where applicable, on the statewide assessment?</td>
</tr>
<tr>
<td></td>
<td>c. Has the school demonstrated progress, where applicable, on other assessments?</td>
</tr>
<tr>
<td></td>
<td>d. Does the school use its assessment data to drive decision-making in curriculum and instruction?</td>
</tr>
<tr>
<td></td>
<td>Where performance-based assessments are used, does the school have clear criteria?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. PROGRAM ACHIEVEMENT</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?</td>
</tr>
<tr>
<td>b.</td>
<td>Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?</td>
</tr>
<tr>
<td>c.</td>
<td>Is the school systematically informing parents of their child’s performance and progress?</td>
</tr>
<tr>
<td>d.</td>
<td>Did the charter school provide student assessment participation rates?</td>
</tr>
<tr>
<td>e.</td>
<td>Has the charter school made a comparison between their assessment scores and the district’s assessment data?</td>
</tr>
</tbody>
</table>
f. Has the charter school made a comparison between their assessment scores and the state's assessment data? | X | ASA will analyze and compare school scores to state scores.

g. Has the charter school shown disaggregated scores across all categories? | X | ASA will disaggregate data across all categories for standardized testing.

### 4. PROGRAM ACHIEVEMENT (continued)

<table>
<thead>
<tr>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>IA</td>
</tr>
</tbody>
</table>

h. Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data? | X | ASA will use assessment data to guide professional development for faculty. ASA will also set aside time in the weekly schedule through an early release day to allow for cohesive intervention plans when necessary.

i. Is the school implementing a well-conceived plan to demonstrate progress over time? | X | ASA plans for the APC and the principal to work together to set both long and short-term goals for the charter which will include both academic and professional development goals.

### 5. ADMISSION PROCEDURES

<table>
<thead>
<tr>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>IA</td>
</tr>
</tbody>
</table>

a. Does the school have admission procedure criteria? | X | ASA will follow the ASD lottery policies and procedures. ASA has an additional clause that would reserve 30% of the total admissions for neighborhood students.

b. Are eligible students specifically defined? | X | Any student in the Anchorage School District is eligible, however students with IEPs and/or 504 plans must follow the ASD Lottery School Admission Procedures for Special Education Students.

c. What are the provisions for accommodating additional students, if necessary? | X | ASA will operate with a minimum of 75 students and a maximum of 300 students and follow all ASD policies and procedures for the lottery system for additional students and waiting list procedures.

d. Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school’s capacity? | X | ASA will follow all ASD policies and procedures for the lottery system for additional students and waiting list procedures.
e. Is there a provision for accommodating vacancies that may occur mid-year? X

Yes. Procedures are in place to utilize the ASD lottery policy to fill any vacancies.

### 6. ALTERNATIVE OPTION

<table>
<thead>
<tr>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| a. Is there a provision in place for students who do not wish to attend the charter school, even though it’s the only option? | X |

The Anchorage School District has other neighborhood schools and other options available.

### 7. ADMINISTRATIVE POLICIES

<table>
<thead>
<tr>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| a. Is there an administrative policy that follows charter school law? | X |

Yes. The ASA Charter and Bylaws states the administrative policy that follows charter school law.

| b. Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school? | X |

Yes. The duties and responsibilities of the administration are outlined in the Charter and the application. The school has yet to hire a principal at this time.

| c. Is there compelling evidence that the school's leadership is strong? | X |

The founding member of ASA have demonstrated strong leadership to bring the application to this point. The school has yet to hire a principal at this time.

| d. Is there compelling evidence that the school has handled organizational challenges effectively and competently? | X |

The founding members of ASA have handled the challenge of the organization and preparation of the application process to this point. They are handling the challenges of finding suitable space, hiring a principal and working to secure students. They are currently attending board training sessions and receiving help in organizational and strategic planning for Foraker Group.

| e. Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints? | X |

Yes. By-laws outline complaint resolution procedures. Grievance procedures will operate in accordance with other school district complaint policies.
## 8. FUNDING ALLOCATION

<table>
<thead>
<tr>
<th>a. Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?</th>
<th>X</th>
<th>Yes. The district allocation is included along with a comprehensive school budget.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?</td>
<td>X</td>
<td>Yes. The standard district percentage (up to the 4% cap) will be retained for routine services, accounts payable, insurance, and other services.</td>
</tr>
<tr>
<td>c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program?</td>
<td>X</td>
<td>No. The additional local revenue will not be allocated.</td>
</tr>
<tr>
<td>d. Has the charter school met the requirement to achieve a positive or zero ending fund balance?</td>
<td>X</td>
<td>First time charter</td>
</tr>
</tbody>
</table>

## 9. FISCAL SOLVENCY

| a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school? | X | First time charter |
| b. Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school’s financial operation? | X | First time charter |
| c. Has the school achieved efficiencies in its operation? | X | First time charter |

## 10. FACILITY PLANS

<p>| a. Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility? | X | The plan at the time of preparation for the board packet was to secure space at the Wayland Baptist University. Additional information on finalized plans is needed to address whether the space is adequate for the projected enrollment. |</p>
<table>
<thead>
<tr>
<th>11. TEACHER TO STUDENT RATIO</th>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is there a plan which adequately addresses teacher to student ratio?</td>
<td>X</td>
<td>Yes. The school proposes to maintain an average ratio of 1:17.</td>
</tr>
<tr>
<td>b. Is the plan reasonably based on projected enrollment figures?</td>
<td>X</td>
<td>Yes. The school indicated an initial projected enrollment figure of 75 and will be in a better position of accommodating an increase in students if suitable space is identified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. ENROLLMENT</th>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Has the student enrollment been stable?</td>
<td>X</td>
<td>ASA is not yet in operation. Plans are being made to educate the community on school offerings and rely on neighborhood recruitment efforts to stabilize enrollment.</td>
</tr>
<tr>
<td>b. Has the school’s enrollment been at a maximum?</td>
<td>X</td>
<td>ASA is not yet in operation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. TEACHING METHOD/CURRICULUM</th>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?</td>
<td>X</td>
<td>Yes. The charter describes an educational program that offers the unique aspect of interdisciplinary projects that follow a specific template that aligns with the features of expeditionary learning. This differentiated learning will benefit a wide range of ages, grade levels and types of students.</td>
</tr>
<tr>
<td>b. Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?</td>
<td>X</td>
<td>Yes. The school has a curriculum map to guide the pacing and units covered for the core classes in all three grade levels. Units are aligned with local standards. Professional development and time for collaboration is built into the weekly schedule to ensure quality curriculum implementation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>c.</strong> Has the school undertaken curriculum review and revision?</td>
<td>X</td>
<td>ASA’s current curriculum was reviewed and revised with ASD through the application process. ASA will offer courses from the ASD Middle School Program of Studies that follows the ASD review and revision schedule. Any alternative courses will first be approved by ASD and ASA’s APC.</td>
</tr>
<tr>
<td><strong>d.</strong> Is there evidence to support effective intervention with students who are “at risk?”</td>
<td>X</td>
<td>ASA will use the RTI model of intervention and will offer short-term intensive intervention classes. Placement will be determined using state assessment scores, AIMSweb screening and progress monitoring assessments, interviews and teacher observations.</td>
</tr>
<tr>
<td><strong>e.</strong> Is the school addressing the needs of students with educational disabilities?</td>
<td>X</td>
<td>As necessary, ASA will employ a Special Education teacher in order to meet the requirements of students’ IEP or 504 plans. Student needs will be addressed either in an inclusive classroom setting or through individual or small group settings.</td>
</tr>
<tr>
<td><strong>f.</strong> Where applicable, does the school address the needs of students with limited English proficiency?</td>
<td>X</td>
<td>ASA’s curriculum is differentiated and individualized to challenge and support all learners. Since the school will offer many levels of interventions, students who qualify as ELL will be integrated into the general education program. ASA may hire an ELL staff to support the students if the needs are high enough and/or may invest in training the whole staff on best practices for students with LEP so that students can have consistent support.</td>
</tr>
<tr>
<td>14. COLLECTIVE BARGAINING</td>
<td>Rating</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>a. Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?</td>
<td>X</td>
<td>ASA follows all district protocols with regard to collective bargaining. No current exemptions exist.</td>
</tr>
<tr>
<td>b. If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?</td>
<td>X</td>
<td>Yes. Subject to all provisions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. CONTRACT TERMINATION</th>
<th>Rating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is there a charter school contract termination clause currently in effect?</td>
<td>X</td>
<td>Yes. A termination clause is contained within the contract.</td>
</tr>
</tbody>
</table>
To: Members of the State Board of Education & Early Development  
December 10, 2015

From: Mike Hanley, Commissioner  

Agenda Item: 7

♦ ISSUE

The board is being asked to extend approval of the University of Alaska Fairbanks (UAF) School of Education’s educator preparation program for one year, and to support the UAF School of Education’s effort to extend its National Council for Accreditation of Teacher Education accreditation for a year.

♦ BACKGROUND

- In July 2013, the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council were consolidated to become the Council for the Accreditation of Educator Preparation (CAEP). At this time, CAEP is the only national accrediting body for educator preparation programs.

- Currently, through 4 AAC 12.308, the board grants approval of educator preparation programs in Alaska on a seven-year cycle and requires educator preparation programs to substantially meet the NCATE standards.

- The board is considering transitioning from NCATE to CAEP accreditation standards for the approval of Alaska educator preparation programs.

- NCATE most recently accredited the UAF School of Education in 2008. This accreditation, as well as state approval, are scheduled to expire in spring 2016. In order to maintain national accreditation, UAF will need to seek CAEP accreditation. Depending on the actions of the board, UAF also may need to seek CAEP accreditation to maintain its state approval.

- Because of a recent change to UAF School of Education leadership and because of the more rigorous requirements of the new CAEP Standards for Accreditation, the UAF School of Education is requesting support from the board for a one-year extension of the UAF School of Education’s current NCATE accreditation.

- A one-year extension would allow the UAF School of Education to maintain national accreditation while having additional time to prepare for CAEP accreditation.

- By extending the UAF School of Education’s state approval for one additional year, the board will demonstrate its support of the UAF School of Education’s request for an extension of NCATE accreditation through spring 2017.

- Behind this cover memo are: 1) a letter from Michael K. Powers, UAF’s Interim Chancellor, requesting the board’s support for the UAF School of Education,
and 2) a sample letter from the Commissioner approving the request should the board approve this item, which is under the consent agenda.

♦ OPTIONS
This is an information item. Action will take place under Agenda Item 20K.
October 20, 2015

Mike Hanley
Commissioner of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500
E-Mail: Mike.Hanley@alaska.gov

Dear Commissioner Hanley,

The National Council for Accreditation of Teacher Education (NCATE) most recently accredited the University of Alaska Fairbanks School of Education in 2008. This accreditation is scheduled to expire in the spring of 2016. In July 2013, NCATE and the Teacher Education Accreditation Council were consolidated to become the Council for the Accreditation of Educator Preparation (CAEP). Once the pending state agreement with CAEP is in place, CAEP will become the accrediting body for UAF’s School of Education.

This letter is written to request that you support the UAF School of Education’s request for a one-year extension to their current NCATE accreditation. This extension would move the CAEP review to spring 2017. The decision to request this extension is made because of the change in leadership at the School and because of the increased requirements specified in the new CAEP Standards for Accreditation.

If you support this request, please write a letter that School of Education Interim Dean Steve Atwater can forward to CAEP that documents your support. I have taken the liberty of drafting an example letter, which you might use as a template, and attaching it to this letter. The letter should be addressed to CAEP, but sent to Interim UAF School of Education Dean Steve Atwater so that he can forward it together with his request for extension. Because his correspondence with CAEP will be via e-mail, it will be most convenient if your letter is scanned and sent to satwater@alaska.edu. Dr. Atwater will in turn, send his extension request and your letter to CAEP. Please contact Dr. Atwater with any questions or concerns you may have.

Thank you for considering this request for a one-year extension for the accreditation process for UAF’s School of Education.

Sincerely yours,

Michael K. Powers
Interim Chancellor
October 20, 2015

Stevie Chepko
Senior Vice President, Accreditation
Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St NW, Suite 400
Washington, DC 20036

Dear Dr. Chepko:

I am providing this letter to indicate my support of the University of Alaska Fairbanks School of Education’s request for a one-year extension to their current National Council for Accreditation of Teacher Education (NCATE) accreditation. I understand that their NCATE accreditation is currently scheduled to expire in 2016. This extension would move the UAF School of Education accreditation review to the spring of 2017. I also am aware that in July 2013, NCATE and the Teacher Education Accreditation Council were consolidated to become the Council for the Accreditation of Educator Preparation (CAEP). Once the pending state agreement with CAEP is in place, CAEP will become the accrediting body for UAF’s School of Education, and CAEP will be conducting the review in 2017.

Thank you for your consideration of this matter.

Sincerely,

Mike Hanley
Commissioner of Education & Early Development
State of Alaska
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 10, 2015

Agenda Item: 8

♦ ISSUE
The board is being asked to convene in executive session for the purpose of interviewing and selecting a student advisor-elect to the board for the remainder of the 2015-2016 school year.

♦ BACKGROUND
- 4 AAC 03.025 governs the appointment of the board’s student advisor members. A copy of the current regulation follows this cover memo.
- The term of the student advisor-elect begins immediately upon the board’s action to appoint the student advisor-elect. The 2014-2015 student advisor-elect automatically rotates into the position of student advisor on July 1, 2015.
- Three students are under consideration in accordance with the selection process inviting nominations from the Alaska Association of Student Government. Application materials for the nominees will be distributed to board members at the board meeting.
- The candidates are:
  o Erik Handeland
  o Wilfried Zibell
  o Shyanne Massie

♦ ADMINISTRATION’S RECOMMENDATION
Convene an executive session to interview candidates for student advisor-elect. An executive session is in accordance with the state’s open meetings act, AS 44.62.310(c)(2), specifically the provision related to “subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion.”

♦ SUGGESTED MOTION FOR EXECUTIVE SESSION
I move the State Board of Education & Early Development convene in executive session to interview candidates for student advisor-elect for the remainder of the 2014-2015 school year. An executive session is necessary so as to not prejudice the reputation and character of any person being interviewed.

♦ SUGGESTED MOTION TO RECONVENE
I move the State Board of Education & Early Development reconvene into regular session.

♦ SUGGESTED MOTION FOR FINAL SELECTION
I move the State Board of Education & Early Development select ________________ as its Student Advisor-Elect for the remainder of the school year 2015-2016. On July 1, 2016, ________________’s one-year term will begin as the Student Advisor to the board and continue through June 30, 2017.
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  
December 10, 2015  
Agenda Item: 9

♦ ISSUE
At the request of James Fields, Chair, the board will hold an executive session to evaluate the performance of the Commissioner of Education & Early Development.

♦ BACKGROUND
- An executive session is necessary for this purpose in accordance with the state’s open meetings act, AS 44.62.310(c)(2), specifically the provision related to “subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion.”

Behind this cover memo is the Commissioner Evaluation Form.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development convene in executive session to evaluate the performance of the Commissioner of Education & Early Development.
Directions: Please use bullets under each section. Do NOT use narrative.

Board Relations

Leadership

Communication

Department Leadership
Response to Legislature

Work Traits

Other

Please list the Commissioner’s most significant achievements or successes in the last six months.

•

•

•

•

Please list at least three (3) areas in which the Commissioner most needs to focus his attention in the next six months.

1.

2.

3.
To: Members of the State Board of Education & Early Development  
December 11, 2015

From: Mike Hanley, Commissioner  
Agenda Item: 10A

ISSUE
The board is being asked to open a period of public comment on regulations adopting new Arts Standards.

BACKGROUND
• As part of the Teaching & Learning Support report for the board meeting on December 5, 2014, the board was made aware that the department would be supporting a request from the Alaska Arts Education Consortium Board of Directors to revise the Alaska Arts Content Standards, which were adopted in 1996.
• The department’s support for this work was based on the following considerations:
  o The length of time since the adoption of the current arts standards (19 years);
  o Data from a 2014 survey conducted by the Alaska State Council on the Arts and completed by 75% of school districts identified updating the 1996 Fine Arts Standards as the top-ranking recommendation related to arts instruction and integration in Alaskan schools;
  o The willingness of the Board of Directors of the Alaska Arts Education Consortium to volunteer time and leadership in order to revise the 1996 standards.
• A 26-member Alaska Arts Standards Task Force met in person three times and conducted numerous audio conference meetings to revise the Arts Content Standards.
• Similar to the 1996 Arts Standards, there are four overarching standards. They reflect the artistic processes of creating, presenting, responding, and connecting. Each of these process standards is supported by two or three anchor standards that describe the general knowledge and skills teachers expects students to demonstrate throughout their education and experience with the arts, and as the arts are integrated with other content areas. The anchor standards can be applied across the five arts disciplines: visual arts, theatre, dance, music, and media arts.
• The primary differences between the current Art Standards and the revised Arts Standards are:
  o The proposed standards reflect the current vocabulary, terminology and concepts that are practiced in the visual and performing arts;
The proposed standards give districts the latitude to further define specific skills and knowledge within the arts disciplines that reflect their community values, priorities and capacities;

The proposed standards allow for the distinctions and differences among the disciplines while acknowledging common and parallel processes used in the arts;

The proposed standards and anchor standards align with basic 21st Century skills of critical thinking, collaboration, communication and creativity; and

The proposed standards are easily connected to other content area standards.

- If the revised Arts Standards are adopted, the Alaska Arts Education Consortium, Alaska State Council on the Arts and other arts organizations statewide will identify resources and opportunities for districts to implement the Arts Standards, including professional development for K-12 teachers and administrators. Additionally, an implementation guide will be developed to provide support for applying the standards to the five arts disciplines, and for integrating the arts standards with Alaska’s English language arts and mathematics standards.

- The Arts Standards are included in a larger document, *Content and Performance Standards for Alaska Students* which is adopted by reference in 4 AAC 14.140. The revised Art Standards, if approved, will replace the current Arts Standards in this document. Therefore, the entire document must be adopted by reference in order to approve the revised Arts Standards.

- Behind this cover memo are: 1) The proposed regulations; 2) the *Content and Performance Standards for Alaska Students* document including the revised Arts Standards; and 3) the current Arts Standards.

- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**OPTIONS**
This is an information item. Action will take place under Agenda Item 12A.
4 AAC 04.140(a) is amended to read:

(a) The content standards for English/language arts and mathematics, as set out in the department's publication *Alaska English/Language Arts and Mathematics Standards*, [AS] revised as of June 2012, are adopted by reference. The content standards for science, geography, government and citizenship, history, Alaska history, skills for a healthy life, arts, world languages, technology, and employability, as set out in the department's publication *Alaska Standards: Content and Performance Standards for Alaska Students*, [AS] revised as of March 2016 [March 2006], are adopted by reference.

(Eff. 3/2/2000, Register 153; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 8/18/2010, Register 195; am 10/16/2012, Register 204; am ___/___/____, Register ___)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.165
AS 14.03.120 AS 14.07.060
CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS

REVISED MARCH 2016
# TABLE OF CONTENTS

## I. CONTENT STANDARDS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
</tr>
<tr>
<td>Government and Citizenship</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>9</td>
</tr>
<tr>
<td>Skills for a Healthy Life</td>
<td>11</td>
</tr>
<tr>
<td>Arts</td>
<td>13</td>
</tr>
<tr>
<td>World Languages</td>
<td>14</td>
</tr>
<tr>
<td>Technology</td>
<td>15</td>
</tr>
<tr>
<td>Employability</td>
<td>17</td>
</tr>
<tr>
<td>Library/Information Literacy</td>
<td>18</td>
</tr>
</tbody>
</table>

## II. CULTURAL STANDARDS

| Cultural Standards            | 20   |

## III. PERFORMANCE STANDARDS/
GRADE LEVEL EXPECTATIONS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>23</td>
</tr>
<tr>
<td>History</td>
<td>51</td>
</tr>
</tbody>
</table>
A student who meets the content standard should:

1) develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior;

2) develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved;

3) develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems; and

4) develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.
A student who meets the content standard should:

1) develop an understanding of Earth's geochemical cycles;
2) develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth;
3) develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system; and
4) develop an understanding of the theories regarding the origin and evolution of the universe.

A student who meets the content standard should:

1) develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events;
2) develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits; and
3) develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

A student who meets the content standard should:

1) develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology;
2) develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world; and
3) develop an understanding of the importance of recording and validating cultural knowledge.

A student who meets the content standard should:

1) develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge;
2) develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world;
3) develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s); and
4) develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.
GEOGRAPHY

A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

A student who meets the content standard should:
1) use maps and globes to locate places and regions;
2) make maps, globes, and graphs;
3) understand how and why maps are changing documents;
4) use graphic tools and technologies to depict and interpret the world’s human and physical systems;
5) evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and
6) use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.

A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

A student who meets the content standard should:
1) know that places have distinctive geographic characteristics;
2) analyze how places are formed, identified, named, and characterized;
3) relate how people create similarities and differences among places;
4) discuss how and why groups and individuals identify with places;
5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
6) make informed decisions about where to live, work, travel, and seek opportunities;
7) understand that a region is a distinct area defined by one or more cultural or physical features; and
8) compare, contrast, and predict how places and regions change with time.

A student should understand the dynamic and interactive natural forces that shape the Earth’s environments.

A student who meets the content standard should:
1) analyze the operation of the Earth’s physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics;
2) distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions; and
3) recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.
A student who meets the content standard should:

1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links;

2) explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally;

3) interpret population characteristics and distributions;

4) analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and

5) analyze how conflict and cooperation shape social, economic, and political use of space.

A student who meets the content standard should:

1) understand how resources have been developed and used;

2) recognize and assess local, regional, and global patterns of resource use;

3) understand the varying capacities of physical systems, such as watersheds, to support human activity;

4) determine the influence of human perceptions on resource utilization and the environment;

5) analyze the consequences of human modification of the environment and evaluate the changing landscape; and

6) evaluate the impact of physical hazards on human systems.

A student who meets the content standard should:

1) analyze and evaluate the impact of physical and human geographical factors on major historical events;

2) compare, contrast, and predict how places and regions change with time;

3) analyze resource management practices to assess their impact on future environmental quality;

4) interpret demographic trends to project future changes and impacts on human environmental systems;

5) examine the impacts of global changes on human activity; and

6) utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.
A student who meets the content standard should:
1) understand the necessity and purpose of government;
2) understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;
3) understand how nations organize their governments; and
4) compare and contrast how different societies have governed themselves over time and in different places.

A student who meets the content standard should:
1) understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights;
2) recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;
3) understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights;
4) know how power is shared in the United States’ constitutional government at the federal, state, and local levels;
5) understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy;
6) recognize the significance of diversity in the American political system;
7) distinguish between constitution-based ideals and the reality of American political and social life;
8) understand the place of law in the American political system; and
9) recognize the role of dissent in the American political system.

A student who meets the content standard should:
1) understand the various forms of the state’s local governments and the agencies and commissions that influence students’ lives and property;
2) accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes;
3) understand the Constitution of Alaska and Sec. 4 of the Alaska Statehood Act, which is known as the Statehood Compact;

4) understand the importance of the historical and current roles of Alaska Native communities;

5) understand the Alaska Native Claims Settlement Act and its impact on the state;

6) understand the importance of the multicultural nature of the state;

7) understand the obligations that land and resource ownership place on the residents and government of the state; and

8) identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships.

A student who meets the content standard should:

1) analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries;

2) evaluate circumstances in which the United States has politically influenced other nations and how other nations have influenced the politics and society of the United States;

3) understand how national politics and international affairs are interrelated with the politics and interests of the state;

4) understand the purpose and function of international government and nongovernmental organizations in the world today; and

5) analyze the causes, consequences, and possible solutions to current international issues.

A student who meets the content standard should:

1) know the important characteristics of citizenship;

2) recognize that it is important for citizens to fulfill their public responsibilities;

3) exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting;

4) establish, explain, and apply criteria useful in evaluating rules and laws;

5) establish, explain, and apply criteria useful in selecting political leaders;

6) recognize the value of community service; and

7) implement ways of solving problems and resolving conflict.
A student who meets the content standard should:

1) understand how the government and the economy interrelate through regulations, incentives, and taxation;
2) be aware that economic systems determine how resources are used to produce and distribute goods and services;
3) compare alternative economic systems;
4) understand the role of price in resource allocation;
5) understand the basic concepts of supply and demand, the market system, and profit;
6) understand the role of economic institutions in the United States, including the Federal Reserve Board, trade unions, banks, investors, and the stock market;
7) understand the role of self-interest, incentives, property rights, competition, and corporate responsibility in the market economy;
8) understand the indicators of an economy’s performance, including gross domestic product, inflation, and the unemployment rate;
9) understand those features of the economy of the state that make it unique, including the importance of natural resources, government ownership and management of resources, Alaska Native regional corporations, the Alaska Permanent Fund Corporation, the Alaska Housing Finance Corporation, and the Alaska Industrial Development and Export Authority; and
10) understand how international trade works.

A student who meets the content standard should:

1) apply economic principles to actual world situations;
2) understand that choices are made because resources are scarce;
3) identify and compare the costs and benefits when making choices;
4) make informed choices on economic issues;
5) understand how jobs are created and their role in the economy;
6) understand that wages and productivity depend on investment in physical and human capital; and
7) understand that economic choices influence public and private institutional decisions.
HISTORY

A student who meets the content standard should:

1) understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;

2) know that the interpretation of history may change as new evidence is discovered;

3) recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;

4) understand that history relies on the interpretation of evidence;

5) understand that history is a narrative told in many voices and expresses various perspectives of historical experience;

6) know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;

7) understand that history is dynamic and composed of key turning points;

8) know that history is a bridge to understanding groups of people and an individual’s relationship to society; and

9) understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

A student who meets the content standard should:

1) comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

   a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;

   b. human communities and their relationships with climate, subsistence base, resources, geography, and technology;

   c. the origin and impact of ideologies, religions, and institutions upon human societies;

   d. the consequences of peace and violent conflict to societies and their cultures; and

   e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
A student should develop the skills and processes of historical inquiry.

A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

---

2) understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world; 

3) recognize that historical understanding is relevant and valuable in the student’s life and for participating in local, state, national, and global communities; 

4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and 

5) evaluate the influence of context upon historical understanding.

A student who meets the content standard should:

1) use appropriate technology to access, retrieve, organize, and present historical information; 

2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers; 

3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and 

4) use historical perspective to solve problems, make decisions, and understand other traditions.

---

A student who meets the content standard should:

1) understand that the student is important in history; 

2) solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions; 

3) define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others; 

4) recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context; 

5) base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and 

6) create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.
A student who meets the content standard should:

1) understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;

2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;

3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;

4) recognize patterns of abuse directed at self or others and understand how to break these patterns;

5) use knowledge and skills to promote the well-being of the family;

6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;

7) understand the physical and behavioral characteristics of human sexual development and maturity; and

8) understand the ongoing life changes throughout the life span and healthful responses to these changes.

A student who meets the content standard should:

1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;

2) demonstrate a variety of communication skills that contribute to well-being;

3) assess the effects of culture, heritage, and traditions on personal well-being;

4) develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;

5) evaluate what is viewed, read, and heard for its effect on personal well-being; and

6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.
A student who meets the content standard should:

1) resolve conflicts responsibly;
2) communicate effectively within relationships;
3) evaluate how similarities and differences among individuals contribute to relationships;
4) understand how respect for the rights of self and others contributes to relationships;
5) understand how attitude and behavior affect the well-being of self and others; and
6) assess the effects of culture, heritage, and traditions on well-being.

A student who meets the content standard should:

1) make responsible decisions as a member of a family or community;
2) take responsible actions to create safe and healthy environments;
3) describe how public policy affects the well-being of families and communities;
4) identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities;
5) describe how volunteer service at all ages can enhance community well-being; and
6) use various methods of communication to promote community well-being.
# ARTS

## CREATE (CR)

A student should be able to imagine and develop artistic ideas and work.

A student who meets the content standard should:
1) generalize and conceptualize artistic ideas and work;
2) organize and develop artistic ideas and work; and
3) refine and complete artistic work.

## PRESENT (PR)

A student should be able to interpret and share artistic work.

A student who meets the content standard should:
1) select, analyze and interpret artistic works, including those from diverse cultural traditions, for performance, presentation and/or production;
2) develop and refine artistic work for performances, presentations and/or productions; and
3) perform, present and/or produce artistic work.

## RESPOND (RE)

A student should be able to understand and evaluate how the arts convey meaning.

A student who meets the content standard should:
1) recognize and analyze artistic works, including those from diverse cultural traditions;
2) interpret intent and meaning in artistic works; and
3) apply criteria to evaluate artistic work.

## CONNECT (CO)

A student should be able to relate artistic ideas and work with personal meaning and external context.

A student who meets the content standard should:
1) relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts; and
2) relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.
WORLD LANGUAGES

A student should be able to communicate in two or more languages, one of which is English.

A student who meets the content standard should:
1) understand written and oral communication in two or more languages;
2) write and speak understandably in two or more languages;
3) use two or more languages effectively in real life situations; and
4) use two or more languages to learn new information in academic subjects.

A student should expand the student’s knowledge of peoples and cultures through language study.

A student who meets the content standard should:
1) understand the relationship between language and culture;
2) learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature;
3) learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior;
4) improve the student’s understanding of the student’s language and culture through experiences with other languages and cultures;
5) apply knowledge of the functions and structure of one language to the study of another language; and
6) recognize through language study that all cultures contribute to the global society.

A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

A student who meets the content standard should:
1) interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel;
2) use experiences with language and culture to explore the student’s personal interests and career options;
3) learn how language skills and cultural knowledge enhance a person’s competitiveness in the international marketplace; and
4) apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.
## TECHNOLOGY

<table>
<thead>
<tr>
<th>A</th>
<th>A student should be able to operate technology-based tools.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A student who meets the content standard should:</td>
</tr>
<tr>
<td></td>
<td>1) use a computer to enter and retrieve information;</td>
</tr>
<tr>
<td></td>
<td>2) use technological tools for learning, communications, and productivity;</td>
</tr>
<tr>
<td></td>
<td>3) use local and worldwide networks;</td>
</tr>
<tr>
<td></td>
<td>4) manage and maintain technology tools; and</td>
</tr>
<tr>
<td></td>
<td>5) diagnose and solve common technology problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>A student should be able to locate, select, and manage information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A student who meets the content standard should:</td>
</tr>
<tr>
<td></td>
<td>1) identify and locate information sources using technology;</td>
</tr>
<tr>
<td></td>
<td>2) choose sources of information from a variety of media; and</td>
</tr>
<tr>
<td></td>
<td>3) select relevant information by applying accepted research methods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>A student should be able to use technology to explore ideas, solve problems, and derive meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A student who meets the content standard should:</td>
</tr>
<tr>
<td></td>
<td>1) use technology to observe, analyze, interpret, and draw conclusions;</td>
</tr>
<tr>
<td></td>
<td>2) solve problems both individually and with others; and</td>
</tr>
<tr>
<td></td>
<td>3) create new knowledge by evaluating, combining, or extending information using multiple technologies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>A student should be able to use technology to express ideas and exchange information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A student who meets the content standard should:</td>
</tr>
<tr>
<td></td>
<td>1) convey ideas to a variety of audiences using publishing, multi-media, and communications tools;</td>
</tr>
<tr>
<td></td>
<td>2) use communications technology to exchange ideas and information; and</td>
</tr>
<tr>
<td></td>
<td>3) use technology to explore new and innovative methods for interaction with others.</td>
</tr>
</tbody>
</table>
A student who meets the content standard should:

1) evaluate the potentials and limitations of existing technologies;
2) discriminate between responsible and irresponsible uses of technology;
3) respect others’ rights of privacy in electronic environments;
4) demonstrate ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea, such as computer software, music, or literature;
5) examine the role of technology in the workplace and explore careers that require the use of technology;
6) evaluate ways that technology impacts culture and the environment;
7) integrate the use of technology into daily living; and
8) recognize the implications of emerging technologies.
EMPLOYABILITY

A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.

A student who meets the content standard should:

1) develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance;

2) understand how to apply skills and academic knowledge in a variety of work settings;

3) understand the process for seeking employment including résumé development, application completion, interview skills, and appropriate dress for work settings;

4) understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances;

5) understand how an individual job fits into the overall organization and how the organization fits into the overall economy;

6) understand the need for safe practices in workplaces; and

7) understand employer and employee rights and responsibilities.

A student should be able to identify career interests and plan for career options.

A student who meets the content standard should:

1) identify and appreciate personal interests, aptitudes, abilities, and priorities;

2) identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice;

3) use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options;

4) identify education and/or training needed for career options and advancement, and develop a career plan; and

5) identify resources available to support education and training related to career possibilities.
A student who meets the content standard should:

1) recognize that libraries use classification systems to organize, store, and provide access to information and resources;
2) understand how library classification and subject heading systems work;
3) understand how information in print, non-print, and electronic formats is organized and accessed;
4) search for information and resources by author, title, subject, or keyword, as appropriate; and
5) identify and use search strategies and terms that will produce successful results.

A student who meets the content standard should:

1) state a problem, question, or information need;
2) consider the variety of available resources and determine which are most likely to be useful;
3) access information;
4) evaluate the validity, relevancy, currency, and accuracy of information;
5) organize and use information to create a product; and
6) evaluate the effectiveness of the product to communicate the intended message.

A student who meets the content standard should:

1) read for pleasure and information;
2) read, listen, and view a wide variety of literature and other creative expressions; and
3) recognize and select materials appropriate to personal abilities and interests.
A student who meets the content standard should:

1) know how to access information through local, national, and international sources in printed and electronic formats;
2) recognize the importance of access to information and ideas in a democratic society;
3) access information on local, state, national, and world cultures and issues;
4) evaluate information representing diverse views in order to make informed decisions; and
5) assimilate and understand how newly acquired information relates to oneself and others.

A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

A student who meets the content standard should:

1) use library materials and information resources responsibly;
2) understand and respect the principles of intellectual freedom;
3) understand and respect intellectual property rights and copyright laws; and
4) develop and use citations and bibliographies.

A student should understand ethical, legal, and social behavior with respect to information resources.
The Alaska Cultural Standards for Students were developed by the Alaska Native Knowledge Network in 1998. They also were adopted by the State Board of Education & Early Development in the same year. The Cultural Standards are meant to enrich the Content Standards and provide guidelines for nurturing and building in students the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

The standards are broad statements of what students should know and be able to do as a result of their experience in a school that is aware of and sensitive to the surrounding physical and cultural environment.
ALASKA CONTENT STANDARDS

CULTURAL STANDARDS

A

Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

1) assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;
2) recount their own genealogy and family history;
3) acquire and pass on the traditions of their community through oral and written history;
4) practice their traditional responsibilities to the surrounding environment;
5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior; and
7) determine the place of their cultural community in the regional, state, national, and international political and economic systems.

B

Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1) acquire insights from other cultures without diminishing the integrity of their own;
2) make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3) make appropriate choices regarding the long-term consequences of their actions; and
4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C

Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

1) perform subsistence activities in ways that are appropriate to local cultural traditions;
2) make constructive contributions to the governance of their community and the well-being of their family;
3) attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and

4) enter into and function effectively in a variety of cultural settings.

Students who meet this cultural standard are able to:

1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;

2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;

3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;

4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;

5) identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and

6) engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

Students who meet this cultural standard are able to:

1) recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;

2) understand the ecology and geography of the bioregion they inhabit;

3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;

4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;

5) recognize how and why cultures change over time;

6) anticipate the changes that occur when different cultural systems come in contact with one another;

7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds; and

8) identify and appreciate who they are and their place in the world.
Introduction to
Science Performance Standards
(Grade Level Expectations)

The Alaska Science Performance Standards/Grade Level Expectations (PSGLEs) have been developed for grades 3 through 11 in fulfillment of the No Child Left Behind Act of 2001 (NCLB) requirements.

This document is intended to provide a road map for the development of assessment items as well as the basis upon which school districts refine, align, and develop their science curriculum. The content described by the PSGLEs does not represent the entire science curriculum for a grade or course. Nor does it represent the final word on the science content that is presented since one of the basic understandings in science is that our knowledge continues to grow and change as we gather more evidence about a subject. The PSGLEs indicate core content to be mastered by the end of a given grade. Science content can be added and enriched as appropriate for a district program, school, or student. It may be necessary to introduce some skills at an earlier grade in order for students to achieve mastery at a given level. Similarly, skills will need to be maintained after mastery has occurred at a given grade level.

The Alaska Science PSGLEs are aligned to the Alaska Science Content Standards. The Content Standards were revised in 2003 to align with the National Science Education Standards. Participants in the development of the PSGLEs actively researched the concepts and skills contained within this document.

References


The Science Content Standards are grouped into seven strands, A-1 through G-1.

Each PSGLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

The number in brackets indicates the grade level.

Some PSGLEs have been identified as Local. They are for local assessment and will not be on a state assessment.

The number indicates the Content Standard and the Grade Level Expectation number; thus PSGLE [4] SA3.1 represents Content Standard SA3, and the first PSGLE for that Content Standard for grade 4.

Differences between grade levels are underlined.

The student demonstrates an understanding of the processes of science by

GRADE 3

[3] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating
[3] SA1.2 observing and describing their world to answer simple questions

GRADE 4

[4] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating
[4] SA1.2 observing, measuring, and collecting data from explorations and using this information to classify, predict, and communicate

GRADE 5

[5] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating
[5] SA1.2 using quantitative and qualitative observations to create their own inferences and predictions

Note: Items differentiated with an "i.e." indicate that statewide assessment items may be written only to the content contained within the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in statewide assessment items.

Participants in the development of the PSGLEs actively researched the concepts and skills contained within this document.

References

## A1—Science as Inquiry and Process

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SA</strong></td>
<td>Students develop an understanding of the processes and applications of scientific inquiry.</td>
</tr>
<tr>
<td><strong>SA1</strong></td>
<td>Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.</td>
</tr>
<tr>
<td><strong>SA2</strong></td>
<td>Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.</td>
</tr>
<tr>
<td><strong>SA3</strong></td>
<td>Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.</td>
</tr>
</tbody>
</table>

### GRADE 3

The student demonstrates an understanding of the processes of science by

- [3] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating
- [3] SA1.2 observing and describing the student’s own world to answer simple questions

The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by

- [3] SA2.1 answering “how do you know?” questions with reasonable answers

The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by

- [3] SA3.1 observing local conditions that determine which plants and/or animals survive (L)

### GRADE 4

The student demonstrates an understanding of the processes of science by

- [4] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*
- [4] SA1.2 observing, measuring, and collecting data from explorations and using this information to classify, predict, and communicate

The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by

- [4] SA2.1 supporting the student’s own ideas with observations and peer review (L)

The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by

- [4] SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)

### GRADE 5

The student demonstrates an understanding of the processes of science by

- [5] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*
- [5] SA1.2 using quantitative and qualitative observations to create inferences and predictions

The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by

- [5] SA2.1 supporting the student’s own statements with facts from a variety of resources and by identifying their sources (L)

The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by

- [5] SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive

* Same concept at a higher level
**B1— Concepts of Physical Science**

<table>
<thead>
<tr>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates an understanding of the structure and properties of matter by</td>
<td>The student demonstrates an understanding of the structure and properties of matter by</td>
<td>The student demonstrates an understanding of the structure and properties of matter by</td>
</tr>
<tr>
<td>[3] SB1.1 classifying matter according to physical properties (i.e., color, size, shape, weight, texture, flexibility)</td>
<td>[4] SB1.1 identifying and comparing the characteristics of gases, liquids, and solids</td>
<td>[5] SB1.1 comparing models that represent matter as solids, liquids, or gases and the changes from one state to another (L)</td>
</tr>
<tr>
<td>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</td>
<td>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</td>
<td>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</td>
</tr>
<tr>
<td>[3] SB2.1 classifying materials as insulators or conductors (i.e., fur, metal, wood, plastic) and identifying their applications</td>
<td>[4] SB2.1 investigating the effectiveness of different insulating and conducting materials with respect to heat flow and record the results (L)</td>
<td>[5] SB2.1 classifying the changes (i.e., heat, light, sound, and motion) that electrical energy undergoes in common household appliances (i.e., toaster, blender, radio, light bulb, heater)</td>
</tr>
<tr>
<td>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</td>
<td>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</td>
<td>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</td>
</tr>
<tr>
<td>[3] SB3.1 recognizing that temperature changes cause changes in phases of substances (e.g., ice changing to liquid, water changing to water vapor, and vice versa)</td>
<td>[4] SB3.1 explaining that temperature changes cause changes in phases of substances (e.g., ice changing to liquid water and liquid water to water vapor)</td>
<td>[5] SB3.1 identifying physical and chemical changes based on observable characteristics (e.g., tearing paper vs. burning paper)</td>
</tr>
<tr>
<td>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</td>
<td>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</td>
<td>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</td>
</tr>
<tr>
<td>[3] SB4.2 recognizing that objects can be moved without being touched (e.g., using magnets, falling objects, static electricity)</td>
<td>[4] SB4.1 simulating that changes in speed or direction of motion are caused by forces (L)</td>
<td>[5] SB4.1 investigating that the greater the force acting on an object, the greater the change in motion will be (L)</td>
</tr>
</tbody>
</table>

SB4.1 is not addressed until grade 4.
## SCIENCE GRADES 3—5

### C1—Concepts of Life Science

<table>
<thead>
<tr>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong></td>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong></td>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong></td>
</tr>
<tr>
<td>[3] SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)</td>
<td>[4] SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live</td>
<td>[5] SC1.1 contrasting inherited traits (e.g., flower color, number of limbs) with those that are not (riding a bike, scar from an accident)</td>
</tr>
<tr>
<td>[3] SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species</td>
<td>[4] SC1.2 describing fossil evidence (e.g., casts, track ways, imprints, etc.) of extinct organisms</td>
<td>[5] SC1.2 making reasonable inferences about fossil organisms based on physical evidence</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</strong></td>
<td><strong>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</strong></td>
<td><strong>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</strong></td>
</tr>
<tr>
<td>[3] SC2.1 sorting animals and plants into groups based on appearance and behaviors</td>
<td>[4] SC2.1 choosing appropriate tools (i.e., hand lens, microscopes, ruler, balance) to examine the basic structural components (e.g., stems, leaves, fish scales, wings) of living things</td>
<td>[5] SC2.1 identifying and sorting animals into groups using basic external and internal features</td>
</tr>
<tr>
<td>[3] SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce</td>
<td>[4] SC2.2 describing the basic characteristics and requirements of living things</td>
<td>[5] SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</strong></td>
<td><strong>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</strong></td>
<td><strong>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</strong></td>
</tr>
<tr>
<td>[3] SC3.1 identifying and sorting examples of living and non-living things in the local environment (L)</td>
<td>[4] SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)</td>
<td>[5] SC3.1 diagramming how matter and energy are transferred within and between living and nonliving things</td>
</tr>
<tr>
<td>[3] SC3.2 organizing a simple food chain of familiar plants and animals (L)</td>
<td>[4] SC3.2 identifying a simple food chain of familiar plants and animals, diagramming how energy flows through it; describing the effects of removing one link</td>
<td>[5] SC3.2 organizing a simple food chain of familiar plants and animals that traces the source of the energy back to sunlight</td>
</tr>
</tbody>
</table>
### D1—Concepts of Earth Science

- **SD** Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.
- **SD1** Students develop an understanding of Earth’s geochemical cycles.
- **SD2** Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.
- **SD3** Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth’s position and motion in our solar system.
- **SD4** Students develop an understanding of the theories regarding the evolution of the universe.

#### GRADE 3

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of geochemical cycles by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[3] SD1.1 recognizing that most rocks are composed of combinations of different substances</td>
</tr>
<tr>
<td>[3] SD1.2 describing the water cycle to show that water circulates through the crust, oceans, and atmosphere of Earth</td>
</tr>
</tbody>
</table>

#### GRADE 4

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of the forces that shape Earth by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[4] SD2.1 observing models of how waves, wind, water, and ice shape and reshape the Earth’s surface by eroding rock and soil (L)</td>
</tr>
<tr>
<td>[4] SD2.2 identifying causes (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, and avalanches) of rapid changes on the surface</td>
</tr>
</tbody>
</table>

#### GRADE 5

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[5] SD3.1 observing a model that shows how the regular and predictable motion of the Earth and moon determine the apparent shape (phases) of the moon over time (L)</td>
</tr>
<tr>
<td>[5] SD3.2 comparing heat absorption and loss by land and water</td>
</tr>
<tr>
<td>Level</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

* Same concept at a higher level
### Grade 3

**E1—Science and Technology**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[3] SE1.1</strong> identifying local problems and discussing solutions (L)</td>
</tr>
</tbody>
</table>

**GRADE 4**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[4] SE1.1</strong> recognizing that tools (e.g., spear, hammer, hand lens, kayak, computer) and processes (e.g., drying fish, sewing, photography) are an important part of human cultures</td>
</tr>
</tbody>
</table>

**GRADE 5**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[5] SE1.1</strong> identifying a community problem or issue and describing the information needed to develop a scientific solution (L)</td>
</tr>
</tbody>
</table>

### Grade 3

**The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by**

| **[3] SE2.1** identifying local tools and materials used in everyday life (L) |

**GRADE 4**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[4] SE2.1</strong> identifying the function of a variety of tools (e.g., spear, hammer, hand lens, kayak, computer)</td>
</tr>
</tbody>
</table>

**GRADE 5**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[5] SE2.1</strong> investigating a problem or project over a specified period of time and identifying the tools and processes used in that project (L)</td>
</tr>
</tbody>
</table>

### Grade 3

**The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by**

| **[3] SE3.1** listing the positive and negative effects of a single technological development in the local community (e.g., fish trap, fish wheel, four-wheeler, computer) (L) |

**GRADE 4**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[4] SE3.1</strong> listing the positive and negative effects of a scientific discovery</td>
</tr>
</tbody>
</table>

**GRADE 5**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[5] SE3.1</strong> describing the various effects of an innovation (e.g., snow machines, airplanes, immunizations) on the safety, health, and environment of the local community (L)</td>
</tr>
</tbody>
</table>
### F1—Cultural, Social, Personal Perspectives, and Science

**SF** Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.

**SF1** Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.

**SF2** Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.

**SF3** Students develop an understanding of the importance of recording and validating cultural knowledge.

<table>
<thead>
<tr>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</td>
<td>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</td>
<td>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</td>
</tr>
<tr>
<td>[3] SF1.1-SF3.1 exploring local or traditional stories that explain a natural event (L) Cross referenced with SA3.1.</td>
<td>[4] SF1.1-SF3.1 connecting observations of nature to a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth’s surface) (L) Cross referenced with SA3.1.</td>
<td>[5] SF1.1-SF3.1 telling a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth’s surface) and relating it to a scientific explanation (L) Cross referenced with SA3.1.</td>
</tr>
</tbody>
</table>
### SCIENCE GRADES 3—5

#### G1—History and Nature of Science

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SG</strong> Students develop an understanding of the history and nature of science.</td>
<td></td>
</tr>
<tr>
<td><strong>SG1</strong> Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.</td>
<td></td>
</tr>
<tr>
<td><strong>SG2</strong> Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.</td>
<td></td>
</tr>
<tr>
<td><strong>SG3</strong> Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).</td>
<td></td>
</tr>
<tr>
<td><strong>SG4</strong> Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.</td>
<td></td>
</tr>
</tbody>
</table>

---

**GRADE 3**

- [3] SG 1.1**

**GRADE 4**

- [4] SG 1.1**

**GRADE 5**

- [5] SG 1.1**

---

**GRADE 3**

- The student demonstrates an understanding of the bases of the advancement of scientific knowledge by
  - [3] SG 2.1 comparing the results of multiple observations of a single local event (L)

**GRADE 4**

- The student demonstrates an understanding of the bases of the advancement of scientific knowledge by
  - [4] SG 2.1 recognizing the need for repeated measurements

**GRADE 5**

- The student demonstrates an understanding of the bases of the advancement of scientific knowledge by
  - [5] SG 2.1 reviewing and recording results of investigations into the natural world

---

**GRADE 3**

- [3] SG 3.1**

**GRADE 4**

- [4] SG 3.1**

**GRADE 5**

- [5] SG 3.1**

---

**GRADE 3**

- The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by
  - [3] SG 4.1 asking questions about the natural world

**GRADE 4**

- The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by
  - [4] SG 4.1 using an account of a discovery to recognize that an individual’s (e.g., George Washington Carver, Marie Curie) curiosity led to advancements in science

**GRADE 5**

- The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by
  - [5] SG 4.1 investigating that scientists’ curiosity led to advancements in science (L)

---

**“Most of the historical benchmarks do not appear until high school.” (Project 2061 [American Association for the Advancement of Science], 2001, p. 129)**

A1—Science as Inquiry and Process

SA Students develop an understanding of the processes and applications of scientific inquiry.

SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.

SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.

SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of the processes of science by</strong></td>
<td><strong>The student demonstrates an understanding of the processes of science by</strong></td>
<td><strong>The student demonstrates an understanding of the processes of science by</strong></td>
</tr>
<tr>
<td>[6] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</td>
<td>[7] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</td>
<td>[8] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</td>
</tr>
<tr>
<td>[6] SA1.2 collaborating to design and conduct simple repeatable investigations (L)</td>
<td>[7] SA1.2 collaborating to design and conduct simple repeatable investigations, in order to record, analyze (i.e., range, mean, median, mode), interpret data, and present findings (L)</td>
<td>[8] SA1.2 collaborating to design and conduct repeatable investigations, in order to record, analyze (i.e., range, mean, median, mode), interpret data, and present findings (L)*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</strong></td>
<td><strong>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</strong></td>
<td><strong>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</strong></td>
</tr>
<tr>
<td>[6] SA2.1 identifying and differentiating fact from opinion</td>
<td>[7] SA2.1 identifying and evaluating the sources used to support scientific statements</td>
<td>[8] SA2.1 recognizing and analyzing differing scientific explanations and models</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</strong></td>
<td><strong>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</strong></td>
<td><strong>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</strong></td>
</tr>
<tr>
<td>[6] SA3.1 gathering data to build a knowledge base that contributes to the development of questions about the local environment (e.g., moose browsing, trail usage, river erosion) (L)</td>
<td>[7] SA3.1 designing and conducting a simple investigation about the local environment (L)</td>
<td>[8] SA3.1 conducting research to learn how the local environment is used by a variety of competing interests (e.g., competition for habitat/resources, tourism, oil and mining companies, hunting groups) (L)</td>
</tr>
</tbody>
</table>

* Same concept at a higher level
### B1—Concepts of Physical Science

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates understanding of the structure and properties of matter by</strong></td>
<td><strong>The student demonstrates understanding of the structure and properties of matter by</strong></td>
<td><strong>The student demonstrates an understanding of the structure and properties of matter by</strong></td>
</tr>
<tr>
<td>[6] SB1.1 using models to represent matter as it changes from one state to another</td>
<td>[7] SB1.1 using physical properties (i.e., density, boiling point, freezing point, conductivity) to differentiate among and/or separate materials (i.e., elements, compounds, and mixtures)</td>
<td>[8] SB1.1 using physical and chemical properties (i.e., density, boiling point, freezing point, conductivity, flammability) to differentiate among materials (i.e., elements, compounds, and mixtures)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</strong></td>
<td><strong>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</strong></td>
<td><strong>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</strong></td>
</tr>
<tr>
<td>[6] SB2.1 recognizing that energy can exist in many forms (i.e., heat, light, chemical, electrical, mechanical)</td>
<td>[7] SB2.1 explaining that energy (i.e., heat, light, chemical, electrical, mechanical) can change form</td>
<td>[8] SB2.1 identifying the initial source and resulting change in forms of energy in common phenomena (e.g., sun to tree to wood to stove to cabin heat)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</strong></td>
<td><strong>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</strong></td>
<td><strong>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</strong></td>
</tr>
<tr>
<td>[6] SB3.1 recognizing that most substances can exist as a solid, liquid, or gas depending on temperature</td>
<td>[7] SB3.1 recognizing that most substances can exist as a solid, liquid, or gas depending on the motion of their particles</td>
<td>[8] SB3.1 exploring changes of state with increase or decrease of particle speed associated with heat transfer (L)</td>
</tr>
<tr>
<td>[8] SB3.2 exploring through a variety of models (e.g., gumdrops and toothpicks) how atoms may bond together into well defined molecules or bond together in large arrays (L)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</strong></td>
<td><strong>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</strong></td>
<td><strong>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</strong></td>
</tr>
<tr>
<td>[6] SB4.1 illustrating that unbalanced forces will cause an object to accelerate</td>
<td>[7] SB4.1 demonstrating (L) and explaining circular motion</td>
<td>[8] SB4.1 demonstrating (L) and explaining circular motion</td>
</tr>
<tr>
<td>[7] SB4.2 recognizing that electric currents and magnets can exert a force on each other</td>
<td>[7] SB4.2 recognizing that electric currents and magnets can exert a force on each other</td>
<td>[8] SB4.2 describing the interactions between charges</td>
</tr>
<tr>
<td>[7] SB4.3 describing the characteristics of a wave (i.e., amplitude, wavelength, and frequency)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*SB4.1 is not addressed in grade 6.*
### SCIENCE GRADES 6—8

#### C1—Concepts of Life Science

**SC** Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.

**SC1** Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.

**SC2** Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.

**SC3** Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong></td>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong></td>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong></td>
</tr>
<tr>
<td>[6] SC1.2 recognizing that species survive by adapting to changes in their environment</td>
<td>[7] SC1.2 describing possible outcomes of mutations (i.e., no effect, damage, benefit)</td>
<td></td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</strong></td>
<td><strong>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</strong></td>
<td><strong>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</strong></td>
</tr>
<tr>
<td>[6] SC2.1 using a dichotomous key to classify animals and plants into groups using external or internal features</td>
<td>[7] SC2.1 describing the basic structure and function of plant and animal cells</td>
<td>[8] SC2.1 placing vertebrates into correct classes of taxonomy based on external, observable features</td>
</tr>
<tr>
<td>[6] SC2.2 identifying basic behaviors (e.g., migration, communication, hibernation) used by organisms to meet the requirements of life</td>
<td>[7] SC2.2 identifying the seven levels of classification of organisms</td>
<td>[8] SC2.2 explaining that most organisms utilize inherited and learned behaviors to meet the basic requirements of life</td>
</tr>
<tr>
<td>[6] SC2.3 describing the levels of organization within a human body (i.e., cells, tissues, organs, systems)</td>
<td>[7] SC2.3 identifying and describing the functions of human organs (i.e., heart, lungs, brain)</td>
<td>[8] SC2.3 describing the functions and interdependence of human body systems (i.e., circulatory, respiratory, nervous)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</strong></td>
<td><strong>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</strong></td>
<td><strong>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</strong></td>
</tr>
<tr>
<td>[6] SC3.1 recognizing that organisms can cause physical and chemical changes (e.g., digestion, growth, respiration, photosynthesis) to matter and recognizing the importance of energy transfer in these changes</td>
<td>[7] SC3.1 recognizing and explaining that organisms can cause physical and chemical changes (e.g., digestion, growth, respiration, photosynthesis) to matter and recognizing and explaining the importance of energy transfer in these changes</td>
<td>[8] SC3.1 stating that energy flows and that matter cycles but is conserved within an ecosystem</td>
</tr>
<tr>
<td>[6] SC3.2 organizing a food web using familiar plants and animals</td>
<td>[7] SC3.2 classifying organisms within a food web as producers, consumers, or decomposers</td>
<td>[8] SC3.2 organizing a food web that shows the cycling matter</td>
</tr>
</tbody>
</table>
### D1—Concepts of Earth Science

**SD** Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.

**SD1** Students develop an understanding of Earth’s geochemical cycles.

**SD2** Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.

**SD3** Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth’s position and motion in our solar system.

**SD4** Students develop an understanding of the theories regarding the evolution of the universe.

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of geochemical cycles by</strong></td>
<td><strong>The student demonstrates an understanding of geochemical cycles by</strong></td>
<td><strong>The student demonstrates an understanding of geochemical cycles by</strong></td>
</tr>
<tr>
<td>[6] SD1.1 exploring the rock cycle and its relationship to igneous, metamorphic, and sedimentary rocks (L)</td>
<td>[7] SD1.1 describing the rock cycle and its relationship to igneous, metamorphic, and sedimentary rocks</td>
<td>[8] SD1.1 making connections between components of the locally observable geologic environment and the rock cycle (L)</td>
</tr>
<tr>
<td>[6] SD1.2 identifying the physical properties of water within the stages of the water cycle</td>
<td>[7] SD1.2 explaining the water cycle’s connection to changes in the Earth’s surface</td>
<td>[8] SD1.2 applying knowledge of the water cycle to explain changes in the Earth’s surface</td>
</tr>
</tbody>
</table>

| **The student demonstrates an understanding of the forces that shape Earth by** | **The student demonstrates an understanding of the forces that shape Earth by** | **The student demonstrates an understanding of the forces that shape Earth by** |
| [6] SD2.1 describing the formation and composition (i.e., sand, silt, clay, organics) of soils | [7] SD2.1 identifying strategies (e.g., reforestation, dikes, wind breaks, off road activity guidelines) for minimizing erosion | [8] SD2.1 interpreting topographical maps to identify features (i.e., rivers, lakes, mountains, valleys, islands, and tundra) |
| [6] SD2.2 identifying and describing its layers (i.e., crust, mantle, core) | [7] SD2.2 describing how the movement of the tectonic plates results in both slow changes (e.g., formation of mountains, ocean floors, and basins) and short-term events (e.g., volcanic eruptions, seismic waves, and earthquakes) on the surface | [8] SD2.2 using models to show the relationship between convection currents within the mantle and the large-scale movement of the surface (L) |
| [6] SD2.3 describing how the surface can change rapidly as a result of geological activities (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, avalanches) | | |

| **The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by** | **The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by** | **The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by** |
| [6] SD3.1 connecting the water cycle to weather phenomena | [7] SD3.1 describing the weather using accepted meteorological terms (e.g., pressure systems, fronts, precipitation) | [8] SD3.1 recognizing the relationship between the seasons and Earth’s tilt relative to the sun and describing the day/night cycle as caused by the rotation of the Earth every 24 hours |
| [6] SD3.2 identifying that energy transfer is affected by surface conditions (e.g., snow cover, asphalt, vegetation) and that this affects weather | [7] SD3.2 recognizing the relationship between phase changes (i.e., sublimation, condensation, evaporation) and energy transfer | [8] SD3.2 recognizing types of energy transfer (convection, conduction, and radiation) and how they affect weather |
The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

| [6] SD4.1 contrasting characteristics of planets and stars (i.e., light reflecting, light emitting, orbiting, orbited, composition) |
| [6] SD4.2 defining a light year |

| [7] SD4.1 comparing and contrasting characteristics of planets and stars (i.e., light reflecting, light emitting, orbiting, orbited, composition) |
| [7] SD4.2 using light years to describe distances between objects in the universe |

| [8] SD4.1 creating models of the solar system illustrating size, location/position, composition, moons/rings, and conditions (L) |
| [8] SD4.2 comparing the brightness of a star to its distance and size |
**E1—Science and Technology**

SE Students develop an understanding of the relationships among science, technology, and society.

SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.

SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.

SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

### Grade 6

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[6] SE1.1 recognizing that technology cannot always provide successful solutions for problems or fulfill every human need</td>
</tr>
</tbody>
</table>

### Grade 7

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[7] SE1.1 describing how public policy affects the student’s life (e.g., public waste disposal) (L)</td>
</tr>
</tbody>
</table>

### Grade 8

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[8] SE1.1 describing how public policy affects the student’s life and participating diplomatically in evidence-based discussions relating to the student’s community (L)</td>
</tr>
</tbody>
</table>

### Grade 6

<table>
<thead>
<tr>
<th>The student demonstrates an understanding that solving problems involves different ways of thinking by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[6] SE2.1 identifying and designing a solution to a problem</td>
</tr>
<tr>
<td>[6] SE2.2 comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem (L)</td>
</tr>
</tbody>
</table>

### Grade 7

<table>
<thead>
<tr>
<th>The student demonstrates an understanding that solving problems involves different ways of thinking by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[7] SE2.1 identifying, designing, testing, and revising solutions to a local problem (L)</td>
</tr>
<tr>
<td>[7] SE2.2 comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem* (L)</td>
</tr>
</tbody>
</table>

### Grade 8

<table>
<thead>
<tr>
<th>The student demonstrates an understanding that solving problems involves different ways of thinking by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[8] SE2.1 identifying, designing, testing, and revising solutions to a local problem* (L)</td>
</tr>
<tr>
<td>[8] SE2.2 comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate and evaluate potential solutions to a question or problem (L)</td>
</tr>
</tbody>
</table>

### Grade 6

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[6] SE3.1 describing the various effects of an innovation on a global level</td>
</tr>
</tbody>
</table>

### Grade 7

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[7] SE3.1 recognizing the effects of a past scientific discovery, invention, or scientific breakthrough (e.g., DDT, internal combustion engine)</td>
</tr>
</tbody>
</table>

### Grade 8

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[8] SE3.1 predicting the possible effects of a recent scientific discovery, invention, or scientific breakthrough (L)</td>
</tr>
</tbody>
</table>

* Same concept at a higher level
### F1—Cultural, Social, Personal Perspectives, and Science

<table>
<thead>
<tr>
<th>SF</th>
<th>Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SF1</td>
<td>Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.</td>
</tr>
<tr>
<td>SF2</td>
<td>Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.</td>
</tr>
<tr>
<td>SF3</td>
<td>Students develop an understanding of the importance of recording and validating cultural knowledge.</td>
</tr>
</tbody>
</table>

#### GRADE 6

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by

[6] SF1.1-SF3.1 telling a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth’s surface) and relating it to a scientific explanation* (L). Cross referenced with SA3.1.

#### GRADE 7

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by

[7] SF1.1-SF3.1 investigating the basis of local knowledge (e.g., describing and predicting weather) and sharing that information (L). Cross referenced with SA3.1.

#### GRADE 8

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by

[8] SF1.1-SF3.1 describing how local knowledge, culture, and the technologies of various activities (e.g., hunting, fishing, subsistence) influence the development of scientific knowledge (L). Cross referenced with SA3.1.

* Same concept at a higher level
### G1—History and Nature of Science

- **SG** Students develop an understanding of the history and nature of science.
- **SG1** Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.
- **SG2** Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.
- **SG3** Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).
- **SG4** Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

### Table

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[6] SG1.1**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[6] SG2.1 recognizing differences in results of repeated experiments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[7] SG1.1**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[7] SG2.1 explaining differences in results of repeated experiments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[8] SG1.1**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[8] SG2.1 describing how repeating experiments improves the likelihood of accurate results</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See [6] SE 3.1

- The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by
  - [7] SG3.1 revising a personal idea when presented with experimental/observational data inconsistent with that personal idea (e.g., the rates of falling bodies of different masses) (L)
- The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by
  - [8] SG3.1 revising a personal idea when presented with experimental/observational data inconsistent with that personal idea (e.g., the rates of falling bodies of different masses)* (L)

- [6] SG4.1**
- [7] SG4.1**
- [8] SG4.1**

* Same concept at a higher level

**“Most of the historical benchmarks do not appear until high school.” (Project 2061 [American Association for the Advancement of Science], 2001, p. 129)

### Science Grades 9—11

#### A1—Science as Inquiry and Process

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of the processes of science by</strong></td>
<td><strong>The student demonstrates an understanding of the processes of science by</strong></td>
<td><strong>The student demonstrates an understanding of the processes of science by</strong></td>
</tr>
<tr>
<td>[9] SA1.2 hypothesizing, designing a controlled experiment, making qualitative and quantitative observations, interpreting data, and using this information to communicate conclusions</td>
<td>[10] SA1.2 reviewing pertinent literature, hypothesizing, making qualitative and quantitative observations, controlling experimental variables, analyzing data statistically (i.e., mean, median, mode), and using this information to draw conclusions, compare results to others, suggest further experimentation, and apply student’s conclusions to other problems (L)</td>
<td>[11] SA1.2 recognizing and analyzing multiple explanations and models, using this information to revise student’s own explanation or model if necessary (L)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</strong></td>
<td><strong>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</strong></td>
<td><strong>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</strong></td>
</tr>
<tr>
<td>[9] SA2.1 formulating conclusions that are logical and supported by evidence</td>
<td>[10] SA2.1 examining methodology and conclusions to identify bias and determining if evidence logically supports the conclusions</td>
<td>[11] SA2.1 evaluating the credibility of cited sources when conducting the student’s own scientific investigation (L)</td>
</tr>
</tbody>
</table>

*Same concept at a higher level
### B1—Concepts of Physical Science

**SB** Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.

**SB1** Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.

**SB2** Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.

**SB3** Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.

**SB4** Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

<table>
<thead>
<tr>
<th><strong>GRADE 9</strong></th>
<th><strong>GRADE 10</strong></th>
<th><strong>GRADE 11</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of the structure and properties of matter by</strong></td>
<td><strong>The student demonstrates an understanding of the structure and properties of matter by</strong></td>
<td><strong>The student demonstrates an understanding of the structure and properties of matter by</strong></td>
</tr>
<tr>
<td>[9] SB1.1 describing atoms and their base components (i.e., protons, neutrons, electrons)</td>
<td>[10] SB1.1 using the periodic table to describe atoms in terms of their base components (i.e., protons, neutrons, electrons)</td>
<td>[11] SB1.1 predicting the properties of an element (i.e., reactivity, metal, non-metal) using the periodic table and verifying the predictions through experimentation (L)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</strong></td>
<td><strong>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</strong></td>
<td><strong>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</strong></td>
</tr>
<tr>
<td>[9] SB2.1 applying the concepts of heat transfer (i.e., conduction, convection, radiation) to Alaskan dwellings</td>
<td>[10] SB2.1 examining energy (i.e., nuclear, electromagnetic, chemical, mechanical, thermal) transfers, transformations, and efficiencies by comparing useful energy to total energy</td>
<td>[11] SB2.1 demonstrating energy (e.g., nuclear, electromagnetic, chemical, mechanical, thermal) transfers and transformations by comparing useful energy to total energy (entropy) (L)</td>
</tr>
<tr>
<td>[9] SB2.2 recognizing simple electrical circuits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</strong></td>
<td><strong>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</strong></td>
<td><strong>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</strong></td>
</tr>
<tr>
<td>[9] SB3.1 recognizing that a chemical reaction has taken place</td>
<td>[10] SB3.1 describing the behavior of electrons in chemical bonding</td>
<td>[11] SB3.1 predicting how an atom can interact with other atoms based on its electron configuration and verifying the results (L)</td>
</tr>
<tr>
<td>[9] SB3.2 explaining that in chemical and nuclear reactions, energy (e.g., heat, light, mechanical, and electrical) is transferred into and out of a system</td>
<td>[10] SB3.2 recognizing that radioactivity is a result of the decay of unstable nuclei</td>
<td>[11] SB3.2 researching applications of nuclear reactions in which a small amount of matter is converted directly into a huge amount of energy (i.e., $E=MC^2$) (L)</td>
</tr>
<tr>
<td>[9] SB3.3 recognizing that atoms emit and absorb electromagnetic radiation</td>
<td>[10] SB3.3 comparing the relative wavelengths and applications of different forms of electromagnetic radiation (i.e., x-ray, visible, infrared, microwaves, radio)</td>
<td></td>
</tr>
</tbody>
</table>
The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[9] SB4.1 explaining the relationship of motion to an object’s mass and the applied force
[9] SB4.2 recognizing that the gravitational attraction between objects is proportional to their masses and decreasing with their distance
[9] SB4.3 describing the interactions of waves (i.e., reflection, refraction, wave addition)

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[10] SB4.1 recognizing that when one thing exerts a force on another, an equal amount of force is exerted back on it
[10] SB4.2 explaining that different kinds of materials respond to electric and magnetic forces (i.e., conductors, insulators, magnetic, and non-magnetic materials)

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[11] SB4.1 conducting an experiment to demonstrate that when one thing exerts a force on another, an equal amount of force is exerted back on it (L)
[11] SB4.2 conducting an experiment to explore the relationship between magnetic forces and electric forces to show that they can be thought of as different aspects of a single electromagnetic force (e.g., generators and motors) (L)
## C1—Concepts of Life Science

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong>&lt;br&gt; [9] SC1.1 recognizing that all organisms have chromosomes made of DNA and that DNA determines traits&lt;br&gt; [9] SC1.2 using probabilities to recognize patterns of inheritance (e.g., Punnett Squares)&lt;br&gt; [9] SC1.3 inferring evolutionary pathways from evidence (e.g., fossils, geologic samples, recorded history)</td>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong>&lt;br&gt; [10] SC1.2 explaining how the processes of natural selection can cause speciation and extinction&lt;br&gt; [10] SC1.3 examining issues related to genetics (L)&lt;br&gt; <strong>SC1.1 is not addressed in grade 10.</strong></td>
<td><strong>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</strong>&lt;br&gt; [11] SC1.1 relating the structure of DNA to characteristics of an organism&lt;br&gt; [11] SC1.2 researching how the processes of natural selection cause changes in species over time (L)</td>
</tr>
</tbody>
</table>

| **The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**<br> [9] SC2.1 describing and comparing the characteristics of phyla/divisions from each kingdom<br> [9] SC2.2 stating the function of major physiological systems (i.e., circulatory, excretory, digestive, respiratory, reproductive, nervous, immune, endocrine, musculoskeletal, and integumentary) | **The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**<br> [10] SC2.1 describing the structure-function relationship (e.g., joints, lungs)<br> [10] SC2.2 explaining that cells have specialized structures in which chemical reactions occur<br> [10] SC2.3 explaining the functions of organs of major systems (i.e., respiratory, digestive, circulatory, reproductive, nervous, musculoskeletal, and excretory)<br> [10] SC2.4 tracing the pathways of the digestive, circulatory, and excretory systems | **The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**<br> [11] SC2.1 describing the structure-function relationship*<br> [11] SC2.2 describing the learned behaviors (e.g., classical conditioning, imprinting, trial and error) that are utilized by living organisms to meet the requirements of life<br> [11] SC2.3 describing the functions and interdependencies of the organs within the immune system and within the endocrine system |

* Same concept at a higher level
The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by

- **SC3.1**: Describing the carbon and nitrogen cycle within an ecosystem and how the continual input of energy from sunlight keeps the process going (L)
- **SC3.3**: Identifying dynamic factors (e.g., carrying capacity, limiting factors, biodiversity, and productivity) that affect population size

**SC3.2 is not addressed in grade 9.**

* Same concept at a higher level

---

**SC3.2 is not addressed in grade 9.**

* Same concept at a higher level

---

**SC3.2 is not addressed in grade 9.**

* Same concept at a higher level

---

**SC3.2 is not addressed in grade 9.**

* Same concept at a higher level

---

**SC3.2 is not addressed in grade 9.**

* Same concept at a higher level
### D1—Concepts of Earth Science

**GRADE 9**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of geochemical cycles by</th>
<th>The student demonstrates an understanding of the forces that shape Earth by</th>
<th>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[9] SD1.1 using a model to demonstrate the rock cycle (L)</td>
<td>[9] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes</td>
<td>[9] SD3.1 recognizing the effect of the moon and sun on tides</td>
</tr>
<tr>
<td>[9] SD1.2 applying knowledge of the water cycle to explain changes in the Earth’s surface*</td>
<td>[9] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface</td>
<td>[9] SD3.2 explaining the phenomena of the aurora</td>
</tr>
</tbody>
</table>

**GRADE 10**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of geochemical cycles by</th>
<th>The student demonstrates an understanding of the forces that shape Earth by</th>
<th>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[10] SD1.1 using a model to explain the processes (i.e., formation, sedimentation, erosion, reformation) of the rock cycle</td>
<td>[10] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes*</td>
<td>[10] SD3.1 describing causes, effects, preventions, and mitigations of human impact on climate</td>
</tr>
<tr>
<td>[10] SD1.2 describing their interrelationships (i.e., water cycle, carbon cycle, oxygen cycle)</td>
<td>[10] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface*</td>
<td>[11] SD3.2 exploring causes and effects related to phenomena (e.g., the aurora, solar winds, Coriolis Effect) (L)</td>
</tr>
</tbody>
</table>

**GRADE 11**

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of geochemical cycles by</th>
<th>The student demonstrates an understanding of the forces that shape Earth by</th>
<th>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</th>
</tr>
</thead>
<tbody>
<tr>
<td>[11] SD1.1 creating a model to demonstrate the rock cycle (L)</td>
<td>[11] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes*</td>
<td>[11] SD3.1 describing causes, effects, preventions, and mitigations of human impact on climate*</td>
</tr>
<tr>
<td>[11] SD1.2 integrating knowledge of the water cycle and biogeochemical cycling to explain changes in the Earth’s surface (L)</td>
<td>[11] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface*</td>
<td></td>
</tr>
</tbody>
</table>

* Same concept at a higher level
<table>
<thead>
<tr>
<th>The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[9]</strong> SD4.1 recognizing that a star changes over time</td>
</tr>
<tr>
<td><strong>[9]</strong> SD4.2 describing phenomena in the universe (i.e., black holes, nebula)</td>
</tr>
<tr>
<td><strong>[9]</strong> SD4.3 is not continued in 9-11.</td>
</tr>
<tr>
<td><strong>[9]</strong> SD4.4 identifying the Big Bang Theory</td>
</tr>
<tr>
<td><strong>[9]</strong> SD4.5 explaining that the position of stars changes in the expanding universe</td>
</tr>
<tr>
<td><strong>[10]</strong> SD 4.1 recognizing phenomena in the universe (i.e., black holes, nebula)</td>
</tr>
<tr>
<td><strong>[10]</strong> SD 4.2 explaining that the position of stars changes in the expanding universe*</td>
</tr>
<tr>
<td><strong>[10]</strong> SD 4.4 describing the Big Bang Theory</td>
</tr>
</tbody>
</table>

* Same concept at a higher level

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[11]</strong> SD4.1 describing phenomena in the universe (i.e., black holes, nebula)</td>
</tr>
<tr>
<td><strong>[11]</strong> SD4.2 using evidence to explain how the position of stars changes in the expanding universe</td>
</tr>
<tr>
<td><strong>[11]</strong> SD4.4 describing the Big Bang Theory and exploring the evidence that supports it (L)</td>
</tr>
</tbody>
</table>
### E1—Science and Technology

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</strong>&lt;br&gt; [9] SE1.1 recognizing that the value of any given technology may be different for different groups of people and at different points in time (e.g., different uses of snow machines in different regions of Alaska)</td>
<td><strong>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</strong>&lt;br&gt; [10] SE1.1 identifying that progress in science and invention is highly interrelated to what else is happening in society</td>
<td><strong>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</strong>&lt;br&gt; [11] SE1.1 researching how social, economic, and political forces strongly influence which technology will be developed and used (L)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding that solving problems involves different ways of thinking by</strong>&lt;br&gt; [9] SE2.1 questioning, researching, modeling, simulating, and testing a solution to a problem (L)</td>
<td><strong>The student demonstrates an understanding that solving problems involves different ways of thinking by</strong>&lt;br&gt; [10] SE2.1 questioning, researching, modeling, simulating, and testing multiple solutions to a problem (L)</td>
<td><strong>The student demonstrates an understanding that solving problems involves different ways of thinking by</strong>&lt;br&gt; [11] SE2.1 questioning, researching, modeling, simulating, and testing multiple solutions to a problem* (L)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</strong>&lt;br&gt; [9] SE3.1 predicting and evaluating the possible effects of a recent scientific discovery, invention, or scientific breakthrough (L)</td>
<td><strong>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</strong>&lt;br&gt; [10] SE3.1 researching a current problem, identifying possible solutions, and evaluating the impact of each solution (L)</td>
<td><strong>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</strong>&lt;br&gt; [11] SE3.1 researching a current problem, identifying possible solutions, and evaluating the impact of each solution* (L)</td>
</tr>
</tbody>
</table>

* Same concept at a higher level
### F1—Cultural, Social, Personal Perspectives, and Science

**SF** Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.

**SF1** Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.

**SF2** Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.

**SF3** Students develop an understanding of the importance of recording and validating cultural knowledge.

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</strong></td>
<td><strong>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</strong></td>
<td><strong>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</strong></td>
</tr>
<tr>
<td>[9] SF1.1-SF3.1 describing the scientific principles involved in a subsistence activity (e.g., hunting, fishing, gardening) (L). Cross referenced with SA3.1.</td>
<td>[10] SF1.1-SF3.1 analyzing the competition for resources by various user groups to describe these interrelationships. Cross referenced with SA3.1.</td>
<td>[11] SF1.1-SF3.1 investigating the influences of societal and/or cultural beliefs on science (L). Cross referenced with SA3.1.</td>
</tr>
</tbody>
</table>
G1—History and Nature of Science

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student demonstrates an understanding of changes in historical perspectives of science by</strong></td>
<td><strong>The student demonstrates an understanding of changes in historical perspectives of science by</strong></td>
<td><strong>The student demonstrates an understanding of changes in historical perspectives of science by</strong></td>
</tr>
<tr>
<td>[9] SG1.1 identifying those perspectives (i.e., cultural, political, religious, philosophical) that have impacted the advancement of science</td>
<td>[10] SG1.1 describing how those perspectives (i.e., cultural, political, religious, philosophical) have impacted the advancement of science</td>
<td>[11] SG2.1 describing the importance of logical arguments (i.e., thought experiments by Einstein, Hawking, Newton)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</strong></td>
<td><strong>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</strong></td>
<td><strong>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</strong></td>
</tr>
<tr>
<td>[9] SG2.1 explaining the importance of innovations (i.e., microscope, immunization, computer)</td>
<td>[10] SG2.1 using an account of an event to recognize the processes of science used by historically significant scientists (e.g., Goodall, Watson &amp; Crick, Newton)</td>
<td>[11] SG2.1 describing the importance of logical arguments (i.e., thought experiments by Einstein, Hawking, Newton)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by</strong></td>
<td><strong>The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by</strong></td>
<td><strong>The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by</strong></td>
</tr>
<tr>
<td>[9] SG3.1 describing the role of serendipity in scientific discoveries</td>
<td>[10] SG3.1 using experimental or observational data to evaluate a hypothesis</td>
<td>[11] SG3.1 investigating instances when scientists’ observations were not in accord with prevailing ideas of the time (L)</td>
</tr>
<tr>
<td><strong>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</strong></td>
<td><strong>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</strong></td>
<td><strong>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</strong></td>
</tr>
<tr>
<td>[10] SG4.1 recognizing the role of these factors on scientific advancements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction to Alaska History Standards

Unlike the Performance Standards/Grade Level Expectations developed for each grade in reading, writing, mathematics, and science, the Alaska History Standards reflect the cumulative knowledge a student must demonstrate in order to fulfill the Alaska history graduation requirement detailed in regulation 4 AAC 06.075 (g) High school graduation requirements.

The teaching of history should introduce students to the process of historical inquiry. This process requires critical examination of evidence and careful weighing of facts and hypotheses. It provides experience in the kind of reasoned and informed decision-making that should characterize each student's knowledge of and participation in state events and issues. For this reason, the standard for historical inquiry stands alone; the intent is to integrate this standard, where appropriate, into the standards that follow. The objective of the historical inquiry standard is to apply conceptual knowledge and skills as designated in all strands of Alaska History by problem solving, communicating, reasoning, and making connections.

This framework uses the scholarly approach of the historian to define the content of the standards. This approach presents the people, ideas, events, themes, and sources to be included in order for a student to demonstrate competency in Alaska History. While recognizing that knowledge of specifics is important, the framework design emphasizes that knowledge of context is crucial to meaning and understanding.

The framework organizes Alaska history into four central themes that give perspective and meaning to the people, ideas, and events that shaped the state. The framework also divides Alaska history into five chronological periods that structure the sequence of events.

From the statewide perspective, these are the essential learnings. The state encourages districts to add to and enrich the scope of their local Alaska history curriculum.
Items differentiated with an “i.e.” indicate that assessment items may be written only to the content contained with the statement in the parentheses. Items differentiated with an “e.g.” do not limit assessment items to that content, but indicate examples of content that may be used in assessment items.

### Colonial Era—
The Russian period (1741-1867)

**Suggested Topics**
- Rationale for European explorations
- Epidemics
- Relationships with indigenous peoples
- Role of significant leaders (e.g., Katlian, Baranov, Veniaminov, Netsvetov)
- Missionary activities
- Russian dependence on Alaska Natives
- Russia’s incentive to sell

#### People, Places, Environment

The student demonstrates an understanding of the interaction between people and their physical environment by:

- **AH. PPE 2** using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4) — repeated from Indigenous Alaskans
- **AH. PPE 3** using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B1d) — repeated in Colonial Era—United States period

#### Consumption, Production, Distribution

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

- **AH. CPD 1** identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling). [DOK 2] (G. D1)

#### Individual, Citizenship, Governance, Power

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

- **AH. ICGP 2** using texts/sources to analyze the impacts of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles). [DOK 3] (H. B1d)

#### Continuity and Change

The student demonstrates an understanding of the chronology of Alaska history by:

- **AH. CC 1** using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce). [DOK 3] (H. B2)

---

*Depth of Knowledge (DOK) is the cognitive demand associated with each item. Briefly, DOK levels reflect the following: DOK 1: Recall of Information; DOK 2: Basic Reasoning; DOK 3: Complex Reasoning; DOK 4: Extended Reasoning. For additional information, please see the accompanying document, *Depth-of-Knowledge (DOK) Levels for Social Studies.*

Because the Alaska History standards are intended to provide the content to which a student demonstrates knowledge of Alaska History, the DOK assigned to each standard should be used as the ceiling to which assessment items are written. When considering the highest DOK Level as the ceiling not the target, the standard has the potential to be assessed at Depth of Knowledge Levels at the ceiling, and up to the ceiling, depending upon the demand of the standard.
**Depth-of-Knowledge (DOK) Levels for Social Studies**


**Level 1 Recall of Information**

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally level 1.

**Level 2 Basic Reasoning**

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

**Level 3 Complex Reasoning**

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

**Level 4 Extended Reasoning**

Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources, and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.
### Historical Inquiry

The student demonstrates an understanding of the methods of documenting history by:

**AH. HI 1** planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)

#### Indigenous Alaskans before western contact (time immemorial—contact)

Suggested Topics
(not an inclusive list)

- Locations
- Social organizations
- Cultures
- Political traditions
- Natural resources
- Cultural changes
- Archeology
- Native oral traditions

#### The student demonstrates an understanding of the interaction between people and their physical environment by:

**AH. PPE 1** comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8)

**AH. PPE 2** using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4)

**AH. PPE 3** using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, international organizations. [DOK 3] (H. B4)

#### The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

**AH. ICGP 1** identifying and summarizing the structures, functions, and transformation of various attributes (e.g., leadership, decision-making, social and political organization) of traditional Alaska Native governance. [DOK 2] (GC. A4)
Colonial Era—
The Russian period
(1741-1867)

Suggested Topics
[not an inclusive list]

- Rationale for European explorations
- Epidemics
- Utilization of Alaskan resources
- Relationships with indigenous peoples
- Role of significant leaders (e.g., Katlian, Baranov, Veniaminov, Netsvetov)
- Missionary activities
- Russian dependence on Alaska Natives
- Russia’s incentive to sell

<table>
<thead>
<tr>
<th>PEOPLE, PLACES, ENVIRONMENT</th>
<th>CONSUMPTION, PRODUCTION, DISTRIBUTION</th>
<th>INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER</th>
<th>CONTINUITY AND CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates an understanding of the interaction between people and their physical environment by:</td>
<td>The student demonstrates an understanding of the discovery, impact, and role of natural resources by:</td>
<td>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</td>
<td>The student demonstrates an understanding of the chronology of Alaska history by:</td>
</tr>
<tr>
<td><strong>AH. PPE 2</strong> using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4)</td>
<td><strong>AH. CPD 1</strong> identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling). [DOK 2] (G. D1)</td>
<td><strong>AH. IGP 2</strong> using texts/sources to analyze the effects of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles). [DOK 3] (H. B1d)</td>
<td><strong>AH. CC 1</strong> using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce). [DOK 3] (H. B2)</td>
</tr>
</tbody>
</table>
### Colonial Era
#### The United States Period (1867-1912)

**Suggested Topics**

[Not an inclusive list]

- United States’ motives for purchasing Russia’s interest in Alaska
- Treaty of Cession
- Legal status of Alaska Natives under the Commerce Clause and the Marshall Trilogy
- Mining Law of 1872
- Organic Act of 1884
- Role of Sheldon Jackson
- Resources (e.g., whaling, fur trading, mining, commercial fisheries)
- Gold Rush
- Nelson Act of 1905 and the dual school system
- Creation of National Forests

<table>
<thead>
<tr>
<th>PEOPLE, PLACES, ENVIRONMENT</th>
<th>CONSUMPTION, PRODUCTION, DISTRIBUTION</th>
<th>INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER</th>
<th>CONTINUITY AND CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates an understanding of the interaction between people and their physical environment by:</td>
<td>The student demonstrates an understanding of the discovery, impact, and role of natural resources by:</td>
<td>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</td>
<td>The student demonstrates an understanding of the chronology of Alaska history by:</td>
</tr>
<tr>
<td>AH. PPE 3 using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals or groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4)</td>
<td>AH. CPD 2 using texts/source to draw conclusions about the role of the federal government in natural resource development and land management (e.g., jurisdiction, authority, agencies, programs, policies). [DOK 3] (GC. F1)</td>
<td>AH. ICGP 3 explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership. [DOK 4] (H. C7, C8)</td>
<td>AH. CC 2 describing how policies and practices of non-natives (e.g., missionaries, miners, Alaska Commercial Company merchants) influenced Alaska Natives. [DOK 2] (H. B4, B5)</td>
</tr>
<tr>
<td>AH. ICGP 4 explaining Alaskans’ quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. [DOK 1] (GC. C3)</td>
<td>AH. ICGP 5 explaining the impacts of military actions (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions) relative to Native communities. [DOK 2] (H. B1)</td>
<td>IGCP 6 using texts/sources to analyze how the military population and its activities, including administrative, policing, defense, mapping, communication, and construction, have impacted communities. [DOK 3] (H. B2)</td>
<td>AH. ICGP 7 describing the historical basis of federal recognition of tribes, their inherent and delegated powers, the ongoing nature and diversity of tribal governance, and the plenary power of Congress. [DOK 1] (GC. C8)</td>
</tr>
</tbody>
</table>
### Alaska as a Territory (1912-1959)

**Suggested Topics**

- Territorial Organic Act of 1912
- Native efforts toward civil and land rights (e.g., founding of Alaska Native Brotherhood (ANB), Alaska Native Sisterhood (ANS), and Tanana Chiefs)
- Role of significant individuals (e.g., Judge Wickersham, William Paul, Elizabeth Peratrovich, Ernest Gruening)
- Infrastructure (e.g., railroad, aviation, roads, ships)
- Indian Reorganization Act
- World War II and internment of Aleuts and Japanese Americans
- Cold War
- National Parks and National Forests, resources (e.g., oil, timber, coal)
- Constitutional Convention, constitution, and statehood

### Performance Standards (Grade Level Expectations)

<table>
<thead>
<tr>
<th>PEOPLE, PLACES, ENVIRONMENT</th>
<th>CONSUMPTION, PRODUCTION, DISTRIBUTION</th>
<th>INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates an understanding of the interaction between people and their physical environment by:</td>
<td>The student demonstrates an understanding of the development, impact, and role of natural resources by:</td>
<td>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</td>
</tr>
<tr>
<td><strong>AH. PPE 4</strong> describing how Alaska’s strategic location played an important role in military buildup and explaining the interrelated social and economic impacts. [DOK 2] (G. A5)</td>
<td><strong>AH. CPD 3</strong> using texts/sources to draw conclusions about the significance of natural resources (e.g., fisheries, timber, Swanson River oil discovery, “sustained yield” in the Alaska Constitution) in Alaska’s development and in the statehood movement. [DOK 3] (G. F1, F4)</td>
<td><strong>AH. ICGP 4</strong> explaining Alaskans’ quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. [DOK 1] (GC. C3)</td>
</tr>
<tr>
<td><strong>AH. ICGP 5</strong> explaining the impacts of military actions relative to Native communities (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions). [DOK 2] (H. B1)</td>
<td><strong>AH. ICGP 6</strong> describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women’s suffrage). [DOK 2] (H. B2, GC. B5)</td>
<td><strong>AH. ICGP 7</strong> exploring federal policies and legislation (e.g., Alaska Citizenship Act, Tlingit-Haida Jurisdictional Act, Indian Citizenship Act of 1924, Alaska Reorganization Act, ANCSA) that recognized Native rights. [DOK 1] (H. B2)</td>
</tr>
<tr>
<td><strong>AH. ICGP 8</strong> describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women’s suffrage). [DOK 2] (H. B2, GC. B5)</td>
<td><strong>AH. ICGP 9</strong> exploring the federal government’s influence on settlements in Alaska (e.g., Matanuska Colony, Anchorage, Adak, Tok, Hydaburg) by establishment of post offices, military facilities, schools, courts, and railroads. [DOK 1] (G. G2, H. B1)</td>
<td><strong>AH. ICGP 10</strong> identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation and policies (e.g., William Paul, Tanana Chiefs, ANB, ANS) [DOK 1] (H. A1, B2)</td>
</tr>
<tr>
<td><strong>AH. ICGP 11</strong> exploring federal policies and legislation (e.g., Alaska Citizenship Act, Tlingit-Haida Jurisdictional Act, Indian Citizenship Act of 1924, Alaska Reorganization Act, ANCSA) that recognized Native rights. [DOK 1] (H. B2)</td>
<td><strong>AH. ICGP 12</strong> exploring federal policies and legislation (e.g., Alaska Citizenship Act, Tlingit-Haida Jurisdictional Act, Indian Citizenship Act of 1924, Alaska Reorganization Act, ANCSA) that recognized Native rights. [DOK 1] (H. B2)</td>
<td><strong>AH. ICGP 13</strong> exploring federal policies and legislation (e.g., Alaska Citizenship Act, Tlingit-Haida Jurisdictional Act, Indian Citizenship Act of 1924, Alaska Reorganization Act, ANCSA) that recognized Native rights. [DOK 1] (H. B2)</td>
</tr>
</tbody>
</table>

### Continuity and Change

The student demonstrates an understanding of the chronology of Alaska history by:

- **AH. CC 3** describing how the roles and responsibilities in Alaska Native societies have been continuously influenced by changes in technology, economic practices, and social interactions. [DOK 2] (G. D4, H. B1b)
### Alaska as a State (1959-present)

**Suggested Topics**

[Not an inclusive list]

- Role of significant individuals (e.g., Eben Hopson, Howard Rock, Ted Stevens, Katie John)
- Controversies of Statehood Act land selections
- Disasters (e.g., 1964 Earthquake, 1967 Interior flood, Exxon Valdez oil spill)
- Formation of Inuit Circumpolar Conference
- Formation of AFN
- Development of public education (e.g., Molly Hootch case)
- Prudhoe Bay and oil pipeline construction
- Permanent Fund
- Alaska Native Claims Settlement Act (ANCSA)
- Marine Mammal Protection Act 1972 (MMPA)
- Alaska National Interest Lands Conservation Act (ANILCA)
- Indian Self-Determination Act 1975
- Indian Child Welfare Act 1978
- Arctic National Wildlife Refuge (ANWR)
- Tourism
- Fiscal issues

### PERFORMANCE STANDARDS (Grade Level Expectations)

#### PEOPLE, PLACES, ENVIRONMENT

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of the interaction between people and their physical environment by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH. PPE 4 describing how Alaska's strategic location played an important role in military buildup and explaining the interrelated social and economic impacts. [DOK 2] (G. A5)</td>
</tr>
<tr>
<td>AH. PPE 5 comparing and contrasting the differing perspectives between rural and urban areas. [DOK 2] (H. B1b, C. E4)</td>
</tr>
<tr>
<td>AH. PPE 6 analyzing patterns of movement and settlement. [DOK 2] (H. B4, G. D3)</td>
</tr>
<tr>
<td>AH. PPE 7 using texts/sources to explain the political, social, cultural, economic, geographic, and historic characteristics of the student's community or region. [DOK 3] (H. B1b, C. E2, E8)</td>
</tr>
</tbody>
</table>

#### CONSUMPTION, PRODUCTION, DISTRIBUTION

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of the discovery, impact, and role of natural resources by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH. CPD 4 describing the federal government's construction and maintenance of Alaska's infrastructure (e.g., transportation, communication, public health system, education). [DOK 1] (G. D4)</td>
</tr>
<tr>
<td>AH. CPD 5 using texts/sources to analyze the multiple perspectives in the continuing debate between conservation and development of resources. [DOK 3] (G. E4, F3)</td>
</tr>
<tr>
<td>AH. CPD 6 describing the formation of Alaska Native Corporations and their impact on Alaska's economy. [DOK 2] (G. F9)</td>
</tr>
<tr>
<td>AH. CPD 7 explaining the creation and implementation of the Permanent Fund and how it has impacted the state. [DOK 2] (G. C. F9)</td>
</tr>
</tbody>
</table>

#### INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH. ICGP 3 explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership (e.g., ANCSA, ANILCA). [DOK 4] (H. C7, C8)</td>
</tr>
<tr>
<td>AH. ICGP 8 describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women's suffrage). [DOK 2] (H. B2, GC. B5)</td>
</tr>
<tr>
<td>AH. ICGP 10 identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation and policies (e.g., William Paul, Tanana Chiefs, ANB, ANS) [DOK 1] (H. A1, B2)</td>
</tr>
</tbody>
</table>

#### CONTINUITY AND CHANGE

<table>
<thead>
<tr>
<th>The student demonstrates an understanding of the chronology of Alaska history by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH. CC 4 giving correct and incorrect examples to explain subsistence as a way of life. [DOK 2] (H. B1b)</td>
</tr>
<tr>
<td>AH. CC 5 defining, describing, and illustrating the economic, political, and social characteristics of the major periods, their key turning points (e.g., implementation of Prudhoe Bay pipeline, Molly Hootch case, ANCSA, ANILCA, ANWR, natural and manmade disasters, establishment of Alaska Native Corporations) and how they interrelate. [DOK 4] (H. B2)</td>
</tr>
<tr>
<td>AH. CC 6 explaining the historical context and the legal foundations (e.g., Alaska Constitution, ANCSA, MMPA, ANILCA, Katie John case) pertinent to subsistence. [DOK 1] (G. A2, C. A4)</td>
</tr>
<tr>
<td>AH. CC 7 comparing and contrasting the perspectives of sport, commercial, and subsistence users on policies regarding fish and game management. [DOK 2] (G. E4, F5)</td>
</tr>
</tbody>
</table>
ARTS

A student should be able to create and perform in the arts.

A student who meets the content standard should:
1) participate in dance, drama, music, visual arts, and creative writing;
2) refine artistic skills and develop self-discipline through rehearsal, practice, and revision;
3) appropriately use new and traditional materials, tools, techniques, and processes in the arts;
4) demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
5) collaborate with others to create and perform works of art;
6) integrate two or more art forms to create a work of art; and
7) investigate careers in arts production.

A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:
1) recognize Alaska Native cultures and their arts;
2) recognize United States and world cultures and their arts;
3) recognize the role of tradition and ritual in the arts;
4) investigate the relationships among the arts and the individual, the society, and the environment;
5) recognize universal themes in the arts such as love, war, childhood, and community;
6) recognize specific works of art created by artists from diverse backgrounds;
7) explore similarities and differences in the arts of world cultures;
8) respect differences in personal and cultural perspectives; and
9) investigate careers relating to arts history and culture.

A student should be able to critique the student’s art and the art of others.

A student who meets the content standard should:
1) know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme;
2) examine historical and contemporary works of art, the works of peers, and the student’s own works as follows:
C (continued)

1. identify the piece;
2. describe the use of basic elements;
3. analyze the use of basic principles;
4. interpret meaning and artist’s intent; and
5. express and defend an informed opinion;
6. accept and offer constructive criticism;
7. recognize and consider an individual’s artistic expression;
8. exhibit appropriate audience skills; and
9. investigate careers relating to arts criticism.

D

A student should be able to recognize beauty and meaning through the arts in the student’s life.

A student who meets the content standard should:
1. make statements about the significance of the arts and beauty in the student’s life;
2. discuss what makes an object or performance a work of art;
3. recognize that people tend to devalue what they do not understand;
4. listen to another individual’s beliefs about a work of art and consider the individual’s reason for holding those beliefs;
5. consider other cultures’ beliefs about works of art;
6. recognize that people connect many aspects of life through the arts;
7. make artistic choices in everyday living; and
8. investigate careers related to the search for beauty and meaning, which is aesthetics.
ISSUE
The board is being asked to consider the repeal of a regulation that prohibits a district from appropriating or using district money to influence the result of an election.

BACKGROUND
- During the board’s June 5, 2015, meeting board members asked the department to bring forward an amendment of the regulation to provide clarity that the adoption of a local school board resolution in support of a ballot proposition would not violate the regulation. After researching the issue, the department recommends repealing 4 AAC 06.135 regarding the use of school funds to influence elections.
- The repeal of the regulation is recommended because the subject of the regulation, the use of public funds by a school district to influence the result of an election, is now regulated (subsequent to the adoption of the regulation) as part of a comprehensive set of state election funding laws. The statute that regulates a district's use of public funds to influence an election takes precedence in this situation over the state board's regulation, when they address the same subject and are in conflict.
- To explain the conflict: The state election funding law grants to school districts the right to use public money to influence the outcome of an election under certain limited circumstances. See AS 15.13.145. (A copy is attached and the limited circumstances are explained below.) The board cannot take away that statutory right with a regulation. State law grants the right to adopt regulations to implement and clarify AS 15.13 (the chapter of the state statutes that deals with election funding) to the Alaska Public Offices Commission (APOC).
- Under AS 15.13.145, public officials and entities may not use public money to influence an election of a candidate (emphasis added) for state or municipal office. The law specifically includes municipalities, school districts, and regional educational attendance areas, other political subdivisions, and officers and employees of the various state governmental entities. To emphasize: Under this state law, which is independent of the board's regulation, a district is prohibited from using public money to influence any election of a candidate for office.
- As to a ballot proposition or question, the state law, AS 15.13.145, prohibits public money from being used to influence an election involving a ballot proposition or question, unless the funds have been specifically appropriated for that purpose by a state law or a municipal ordinance.
- Despite the two prohibitions just noted (one complete and one that requires a specific appropriation), AS 15.13.145 allows the listed public entities and officials:
- to disseminate information about the time and place of an election and to hold an
election; and
- to provide the public with nonpartisan information about a ballot proposition or
question or about all the candidates seeking election to a particular public office
(that is, the governmental entity can provide educational information but cannot
advocate for or against a candidate or a ballot proposition or question).

- AS 15.13.145 also requires that if an expenditure of money is authorized, as just
described, by an appropriation or for allowed educational purposes and is used to
influence the outcome of an election, the expenditures must be reported to APOC.

- APOC regulations provide additional clarification: 2 AAC 50.356 allows an officer or
employee of a governmental entity to use money held by the entity “to communicate
about a ballot proposition if the communication is made in the usual and customary
performance of the officer’s or employee’s duties.” The regulation provides further
explanation of what “nonpartisan” information is and includes a definition of “money”
under the regulation. Money means “government money, government property and
assets, and the use of property, assets, or human resources belonging to a government
entity.”

- The state election funding law, AS 15.13, includes a comprehensive enforcement scheme
that provides for the issuance of advisory opinions, the filing and processing of
complaints, and the imposition of penalties.

- Commenters who feel that the current APOC statutes and regulations do not adequately
address the issue of public funds being used to influence elections may address APOC for
additional regulations or the legislature for revisions in AS 15.13.145.

- Many of the concerns raised through public comment are addressed under the governing
state election funding law, AS 15.13.

- Behind this cover memo are: 1) the statute AS 15.13.145; 2) the regulation 2 AAC
50.356; 3) the proposed repeal formatted for adoption; 4) a document showing the
language that would be repealed, and 5) public comment.

- Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, and Luann
Weyhrauch, Assistant Attorney General, will be present to brief the board.

♦ OPTIONS
This is a work session item. Action will take place under Agenda Item 13A.
Alaska Statute Sec. 15.13.145. Money of the state and its political subdivisions.

(a) Except as provided in (b) and (c) of this section, each of the following may not use money held by the entity to influence the outcome of the election of a candidate to a state or municipal office:

(1) the state, its agencies, and its corporations;

(2) the University of Alaska and its Board of Regents;

(3) municipalities, school districts, and regional educational attendance areas, or another political subdivision of the state; and

(4) an officer or employee of an entity identified in (1) - (3) of this subsection.

(b) Money held by an entity identified in (a)(1) - (3) of this section may be used to influence the outcome of an election concerning a ballot proposition or question, but only if the funds have been specifically appropriated for that purpose by a state law or a municipal ordinance.

(c) Money held by an entity identified in (a)(1) - (3) of this section may be used

(1) to disseminate information about the time and place of an election and to hold an election;

(2) to provide the public with nonpartisan information about a ballot proposition or question or about all the candidates seeking election to a particular public office.

(d) When expenditure of money is authorized by (b) or (c) of this section and is used to influence the outcome of an election, the expenditures shall be reported to the commission in the same manner as an individual is required to report under AS 15.13.040.

History (Sec. 24 ch 48 SLA 1996)
2 AAC 50.356. Election-related use of public money

(Regulation adopted by the Alaska Public Offices Commission)

(a) Money held by an entity listed in AS 15.13.145(a)(1) - (3) is considered specifically appropriated for the purpose of influencing the outcome of a ballot proposition election if the body with authority to appropriate gives notice in the public record that the purpose of the appropriation is to influence the outcome of that election or application. If an entity listed in AS 15.13.145(a)(1) - (3) does not have money specifically appropriated to influence a ballot proposition election, an officer or employee of the entity may use money held by that entity to communicate about a ballot proposition if the communication is made in the usual and customary performance of the officer's or employee's duties.

(b) An election-related communication that a municipality pays for is considered to be intended to influence the outcome of an election unless it is a communication of information allowed under AS 15.13.145(c), including nonpartisan information about a ballot proposition or about all candidates seeking election to a particular public office. Information is nonpartisan if it does not advocate a position in an election. Nonpartisan information includes the official language of a ballot proposition, a neutral summary of a ballot proposition, and if provided for all candidates seeking a particular office, the candidates' names, contact information, or statements.

(c) If an entity listed in AS 15.13.145(a)(1) - (3), or an officer or employee of the entity, uses budgeted money of the entity to make an election-related expenditure other than a communication of information allowed under AS 15.13.145(c), the entity shall disclose the expenditure, and report the information required in AS 15.13.040(e). If a municipality seeks to influence the outcome of an election using public money for that purpose, it shall register and report the information required under AS 15.13.040(b) and (c).

(d) In this section, "money" means government money, government property and assets, and the use of property, assets, or human resources belonging to a government entity.

History: Eff. 1/1/2001, Register 156; am 12/22/2011, Register 200

Authority: AS 15.13.010

AS 15.13.030

AS 15.13.040

AS 15.13.145
4 AAC 06.135 is repealed:

4 AAC 06.135. Use of school funds in elections. Repealed. (Eff. 8/28/91, Register 119; repealed ___/___/___, Register___)

Authority: AS 14.07.020 AS 14.07.060
4 AAC 06.135 is repealed:

4 AAC 06.135. Use of school funds in elections. [(A) A SCHOOL DISTRICT MAY NOT APPROPRIATE OR SPEND SCHOOL DISTRICT MONEY FOR THE PURPOSE OF INFLUENCING THE RESULT OF A PUBLIC VOTE ON AN ELECTION, REFERENDUM, INITIATIVE, RECALL, OR OTHER ELECTION INVOLVING CANDIDATES FOR OR HOLDERS OF PUBLIC OFFICE.]

(B) THE RESTRICTION IN (A) OF THIS SECTION IS NOT INTENDED TO INTERFERE WITH THE EXERCISE OF THE RIGHT TO FREE SPEECH BY SCHOOL DISTRICT BOARD MEMBERS OR SCHOOL PERSONNEL.] Repealed. (Eff. 8/28/91, Register 119; repealed ___/____/___, Register___)

Authority: AS 14.07.020 AS 14.07.060
State Board of Education Board Members
and Department of Education and Early Development,

Thank you for taking my comments on 4 AAC 06.135 which states that, “A school district may not appropriate or spend school district money for the purpose of influencing the result of a public vote on an election, referendum, initiative, recall, or other election involving candidates or holders of public office.”

My understanding of the statute is that the intent of the legislature was to limit/restrict valuable resources from being spent to influence elections or any political activity. This is a valuable regulation that preserves the integrity of use of public funds and preserves public trust. Education funding should be spent in the classroom and not on objectionable politically motivated interests that undermine public trust. See Attachment for background on this legislation.

I am respectfully asking you to not repeal this regulation which helps keep politics out of education funding. It can be argued that this regulation is not in conflict with legislation passed regarding APOC in recent years. This regulation needs to be upheld to make sure that critical limited public funding is spent to maximize resources in the classroom.

I am happy to work with you on this issue at any time and for taking my comments. My contact information is listed below.

Respectfully Submitted,

Lora Reinbold
Representative
Alaska State Legislature
District 14, Eagle River

See Attachment A for history of legislation
Attachment A

There are vast differences between the DEED in 1991 under Governor Hickel and the DEED in 2015 under Governor Walker. The Constitution of The State of Alaska and the statute were in place at the time the regulation was enacted. The proposal to repeal this component of administrative code by Commissioner Hanley is highly suspect. Why would the DEED want to repeal this regulation? Do they want to spend education dollars on political candidates?

The Alaska State School Board minutes from the adoption of this regulation are not available online, the facts surrounding the regulation are enshrined in Ferguson and MOA v. Citizens for Representative Governance et al (9/16/94), 880 P 2d 1058, which concerns what is a public interest litigant. The provisions in administrative code, 4 AAC 06.135, are due to the same circumstances that lead to Ferguson & MOA, which were significant political expenditures from the Base Student Allocation, or BSA, granted to Anchorage schools, related to the recall election discussed in Ferguson & MOA.

In the 1990s, when there was a great degree of difficulty among the public and certain members of the Anchorage School Board, an effort was made to recall members of the Anchorage School Board. Yes For Recall (YFR) was a group formed to coordinate the recall efforts of Anchorage School Board Members, Walter Featherly, Carol Stolpe, Cabot Christianson and Dorothy Cox. Petitions were circulated and signatures were collected on each candidate. The Anchorage Municipal Clerk originally rejected a vast majority of the petitions, and also claimed that the group had failed to notify the Municipality of Anchorage of its efforts. YFR filed a suit against the Municipality of Anchorage and won. The recall election was set. The Anchorage City Council decided that YFR was a public interest group and picked up the cost of YFR’s litigation against the municipality.

The school board members being recalled also formed a group called Citizens Representative Governance (CFRG), which was headed by Nick Begich and Sheelah Slade, and attempted to get an injunction to stop the recall election. Then CFRG could not challenge the signatures on the original petitions, they decided to go after the issue of litigation costs. Therefore, Ferguson and MOA v. Citizens for Representative Governance et al (9/16/94), 880 P 2d 1058 is really about the resolution of these legal costs based on what constituted a public interest group. CFRG eventually lost their case.

By the time Ferguson & MOA was decided, 4 AAC 06.135 was already in place. The DEED in 1991, wanted to prevent the drain on school finances from future recalls, so in an effort to protect public monies, and perhaps for other political reasons, then Deputy Commissioner of Education Steve Hole sought a legal opinion from then Marjorie L. Odland, Assistant Attorney General. Due to a lack of clarity on the issue, the Alaska Attorney General worked with Deputy Commissioner Steve Hole to write 4 AAC 06.135. It was placed into administrative code thereafter by the Alaska State Board of Education.
October 26, 2015

Commissioner Mike Hanley  
Alaska Department of Education & Early Development  
ATTN: Regulations Review  
P.O. Box 110500  
Juneau, Alaska  99811-0500  

RE: Proposed Amendments to 4AAC 06.135 Use of School Funds in Elections

Dear Commissioner Hanley,

In response to the request for review and public comment to the proposed changes in Title 4 of the Alaska Administrative Code to amend 4 AAC 06, specifically to changes dealing with student assessment, Anchorage School District provides the following comment:

Anchorage School District has no objection to the streamlining of state regulations to remove conflicting regulations. Anchorage School District has a long-standing practice of providing information about school bond propositions. We believe 2 AAC 50.356 clearly allows that practice to continue since the disclosure of information about bond propositions is necessary for voters to make informed decisions about local schools. The district expects the disclosure of bond information to remain a usual and customary activity.

I appreciate the opportunity to forward our comments as they relate to the proposed changes in the Department of Education and Early Development (DEED) regulations.

Sincerely,

[Signature]
Ed Graff  
Superintendent

cc: Michael Graham, Chief Academic Officer  
Mark Foster, Chief Financial Officer  
Thomas Roth, Chief Operating Officer
From: shawn.sypeck@alaska.gov  
Sent: Friday, October 30, 2015 4:15 PM  
To: Sypeck, Shawn (EED)  
Subject: Comments on Regs

Name: David Boyle  
E-Mail: info@alaskapolicyforum.org  
Telephone: 907 334-5853  

I am commenting on: 4AAC 06.135, Use of education funds for elections  
My Comments: I oppose the repeal of 4AAC 06.135, the use of education funds for elections. As you know, education funds will be extremely limited in the future fiscal years. Matter of fact, these funds may even be reduced by the legislature. It is imperative that Alaska get the most return on its education investment with the appropriated funds.

No funds should be used by any school district or the state (REAA) to fund election issues, recalls, initiatives, recalls, etc. This regulation is not in conflict with AS 15.13.145 as maintained. The subject regulation is actually much clearer than the APOC statute and leaves no room for questions. The APOC statute actually allows much leeway because it permits school districts and REAAs to use education funds to provide "nonpartisan information about a ballot proposition..." which the education community should not be in the business of doing. This is not the mission of public education. They should be focused on educating students for life.

Today, the Anchorage School District uses public monies to fund polls and its marketing effort on construction bonds. This takes money from the students' classrooms. This should not be allowed and is a misuse of education funds. This is not what the legislature intended. What else can the ASD use education funds for? Can it fund efforts to fight against recall of its board members? Can it use funds to support initiatives and other ballot propositions not related to education? This should not be allowed and the APOC statute is not clear on this. The 4AAC 06.135 is very clear.

Do not repeal this regulation it serves a good purpose-the public good.

Thank you.

Sincerely,

David Boyle  
Alaska Policy Forum
Name: Allen Chambers  
E-Mail: chambones@hotmail.com  
Telephone: 907 748-6323

I am commenting on: 4 AAC 06.135 Educations dollars for elections  
My Comments: Education dollars are extremely important for the classroom. This particular change would rob money from children's public education. There is no conflict with APOC regulation. As a matter of fact, this regulation is much more comprehensive. 

Thank you for the consideration.

Allen Michael Chambers  
Chair- United for Liberty
Name: Dr. Lisa Parady  
E-Mail: LParady@alaskaacsa.org  
Telephone: 907 586-9702  

I am commenting on: 3. The Department of Education & Early Development proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code dealing with use of school district money to influence elections, including the following: the repeal of 4 AAC 06.135. The intended effect of this repeal is to remove a regulation that conflicts with a statute and regulation enforced by the Alaska Public Offices Commission; i.e., AS 15.13.145 and 2 AAC 50.356.  

My Comments: Members of the State Board of Education:  

With regard to the state statute and code related to the repeal of 4 AAC 06.135. The Alaska Superintendents Association (ASA) has no concerns about the repeal of the regulation. Referring entities directly to the statute and regulation enforced by APOC makes sense in terms of streamlining the information sources one must refer to regarding use of funds and elections.  

Thank you for the opportunity to comment.
Dear Members of the Alaska Board of Education and Early Development

I am writing to formally request that the Alaska School Board retain regulation 4-aac-06135. This regulation was put in place in the 1990s during the Hickel administration in response to events in the Anchorage School District. The events that led to this regulation are the same as Ferguson and MOA v. Citizens for Representative Governance et al (9/16/94), 880 P 2d 1058, those circumstances are well known to long time Alaskans. At that time, group called Yes for Recall was able to successfully launch a campaign to recall several Anchorage School Board members who eventually lost their recall. A group spearheaded by Mr. Begich named Citizens for a Representative Government was formed to counter the recall. They were unsuccessful.

Once the costs of the recall and legal fees were passed onto ASD, a substantial share of the formula funds were spent on the circumstances surrounding the recall.

In an effort to protect formula funds, Deputy Commissioner Hole and Assistant Attorney General Marjorie L. Odland crafted 4-AAC-06135. The existing statute was in place at the time the regulation was written. I have attached both the memo related to DEED’s crafting of this statute and Ferguson MOA to support this testimony.

This regulation has been in place for well over 23 years, and for at least 8 of those years APOC has been in existence. This regulation has successfully protected formula funds from being used for campaign costs.

Please retain 4-AAC-06135 and continue to protect formula funds.

Barbara Haney, Ph.D.
North Pole, Alaska
Barbarahaney100@gmail.com
1/1/92
Steve Hole
Deputy Commissioner
Department of Education

Marjorie L. Odland
lawsuit  Assistant Attorney General
challenging recall effort
Governmental Affairs-Juneau

Redated for printing
February 20, 1991
663-90-0176
465-38600

Legality of spending
school district money to
oppose recall of board
members; use of public
funds to bring

This will confirm our earlier oral advice regarding
whether a school district may use public funds to: (1) advocate
a position in an election to recall members of a school board; or
(2) bring a lawsuit challenging a recall effort on behalf of the
board members. The answer to both of these questions is no.

Under article XI, section 6, of the Alaska
Constitution, "no appropriation of public money [may be] made, or
public property transferred . . . except for a public purpose."
With respect to elections, this office has in past opinions
narrowly construed the power of state officials to expend public
money or use public property in support of a partisan position in
an election campaign. In 1980 we wrote, "The first [barrier to
the expenditure of public money or property] is that there must
be clear and explicit statutory authority to expend public money
in support of a partisan position . . . . The second barrier is
the rule that public funds may be expended on political
activities only if the government's involvement is fair and
omitted], cited in 1986 Inf. Op. Att'y Gen. (Apr. 15; 663-86-
0443).
While the Alaska Supreme Court has not specifically addressed the issue of expenditure of public money by school districts to advocate a position in an election (e.g., bond issue, recall), other states' courts has addressed similar issues. The following cases hold that the government, including school boards, may not, in the absence of clear and explicit legislative authorization, expend public funds to promote a partisan position in an election campaign. */ Stanson v. Mott, 551 P.2d 1 (Cal. 1976) (expenditure of public money to promote passage of park bond issue not authorized by statute); Burt v. Blumenauer, 699 P.2d 168 (Or. 1985) (assuming governments may engage in some forms of speech, they are still prohibited from advocating a position in an election); Anderson v. City of Boston, 380 N.E.2d 628 (Mass. 1978) (municipality had no authority to appropriate funds for the purpose of taking action to influence result of referendum); Citizens to Protect Public Funds v. Board of Education, 98 A.2d 673 (N.J. 1953) (school board has implied power to expend funds to publish an informational booklet about bond issue, but must present both sides of issue). But see Mountain States Legal Foundation v. Denver School District, 459 F. Supp. 357 (D. Colo. 1978) (under Colorado Campaign Reform Act of 1974, school districts may make contributions or contributions in kind in campaigns but only for issues in which they have an official concern).

In sum, the legal authorities we have located uniformly hold that, unless state law clearly and explicitly authorizes the government (and its agencies or political subdivisions) to spend public money to advocate a position in an election campaign, the government is prohibited from using public money for such purpose regardless of the issues involved in the campaign. We want to point out, however, that even though a school district may be condemned for using public money to advocate only one side of an election issue, it has been emphatically affirmed that a school board has implicit power to make reasonable expenditures for the purpose of giving voters relevant facts to aid them in reaching an informed judgment when voting on the proposal. Stanson v. Mott, 551 P.2d at 10 (citing Citizens to Protect Pub. Funds v. Board of Education, 98 A.2d at 676). This is in accord with the constitutional requirement that, when a government provides a public forum for political expression, equal access must be

*/ It is our opinion that expenditure of public funds to provide legal counsel for a school district or the board members challenging a recall of school board members is equivalent to an expenditure of public money advocating a position in an election campaign.
provided to all competing factions. *Stanson v. Mott,* 551 P.2d at 10.

Since rendering our earlier oral advice regarding this matter, the State Board of Education has proposed a regulation, 4 AAC 06.135 (our file no. 993-91-0087), to clarify the proper use of school board money in election campaigns.

If you have additional questions regarding this matter, please do not hesitate to contact me.

MLO:ck

cc: LuAnn Bailey Weyhrauch
Assistant Attorney General
Alaska Supreme Court Opinions made Available by Touch N' Go Systems and Bright Solutions

Touch N' Go®, the Desktop In-and-Out Board makes your office run smoother. Visit Touch N' Go's Website.

Starting A Business?
Maximize Your Online Presence with a Great Domain Name from 1&1!  

You can search the entire site, or go to the recent opinions, or the chronological or subject indices.

Ferguson and MOA v. Citizens for Representative Governance et al (9/16/94), 880 P 2d 1058

NOTICE: This is subject to formal correction before publication in the Pacific Reporter. Readers are requested to bring errors to the attention of the Clerk of the Appellate Courts, 303 K Street, Anchorage, Alaska 99501.

THE SUPREME COURT OF THE STATE OF ALASKA

MUNICIPALITY OF ANCHORAGE and )
) Supreme Court Nos. S-5616/S626
LEJANE FERGUSON, ) Superior Court No.
) 3AN-92-10686 CI
) V.
Appellants, )
) CITIZENS FOR REPRESENTATIVE
Cross-Apellees, ) GOVERNANCE, CAROL STOLPE,
) WALTER FEATHERLY and
) DOROTHY COX,
) Appellees,
) Cross-Apellees,
) and
) YES FOR RECALL,
) Appellee,
) Cross-Appellant. ) [No. 4120 - September 16,
) 1994]

Appeal from the Superior Court of the
State of Alaska, Third Judicial District,
Anchorage, Brian C. Shortell,
Judge.

Appearances: Scott A. Brandt-Erichsen,
Assistant Municipal Attorney, Richard L.
McVeigh, Municipal Attorney, Anchorage, for
Appellants, Jonathan E. Rubini, Birch,
Horton, Bittner &amp; Cherot, Anchorage, and
Walter T. Featherly, Koval &amp; Featherly,
Anchorage, for Appellees/Cross-Appellees.
Raymond H. Royce and Brent A. Johnson, Law
Offices of Royce &amp; Brain, Anchorage, for
Appellee/Cross-Appellant.

Before: Moore, Chief Justice,
Rabinowitz, Matthews and Compton, Justices,
and Bryner, Justice pro tem.*

COMPTON, Justice.

Sitting by assignment made pursuant to article IV, section 16 of the Alaska Constitution.

Three Anchorage School Board (Board) members challenged the validity of petitions to recall them from office. They lost both the case and their elected offices. The superior court ruled that they were public interest litigants, and thus denied the Municipality's motion for attorney's fees. This appeal followed. We affirm.

I. FACTUAL AND PROCEDURAL BACKGROUND

Yes For Recall (YFR) is an unincorporated association formed to organize the recall of Anchorage School Board Members Walter Featherly, Carol Stolpe, Cabot Christianson and Dorothy Cox. Less than 12,000 recall petition signatures for each Board member were required to place the issue on the ballot. YFR submitted over 18,000 signatures to the Municipal Clerk for each Board member. The Municipal Clerk originally determined that only about 4,500 of the signatures were valid and rejected the petitions. YFR filed suit. Superior Court Judge Karl S. Johnstone ruled that the petition sponsors did not have to register with the Municipal Clerk before seeking signatures; he ordered the petitions certified as valid. The Anchorage Municipal Assembly set a special recall election for December 15.

The Municipality stipulated that YFR was a prevailing public interest litigant in that litigation and paid YFR $30,000 in attorney's fees and costs.

Citizens For Representative Governance (CFRG) is an unincorporated association formed to oppose the recall of the Board members. Its officers are Nick Begich and Sheelah Slade. After the petitions were certified, CFRG filed suit to stop the recall election, alleging that some of the petition subscribers were not registered to vote at the time that they signed the recall petition. YFR intervened in the litigation. Superior Court Judge Brian C. Shortell denied CFRG's motion for an injunction. On the day of the election, Stolpe, Featherly and Cox agreed to join the suit individually as plaintiffs. All three were recalled in an election marked by low voter turnout. Their suit continued. The superior court temporarily enjoined the certification of the election results while CFRG compiled a list of challenged signatures. Originally CFRG challenged 2,682 signatures. After clarifying that subscribers did not have to be registered for thirty days before signing, the list was reduced to about 1,000 challenged signatures. At a hearing on January 8,
counsel for the Municipality disclosed for the first time that the Municipal Clerk had not counted from 2,200 to 4,000 additional signatures. Counsel for CFRG realized that even if all of the 1,000 challenged signatures were invalid and even if there were only 2,200 rather than 3,000 or 4,000 new signatures, there were now sufficient signatures under any reasonable error rate.3

Counsel for CFRG moved to dismiss the case with prejudice, but specifically referred to the "one delicate issue that lingers out there": attorney's fees. He characterized the suit as "classic public interest litigation" and noted the inequities of the late disclosure of dispositive information by the Municipality. The court granted the motion to dismiss and reserved determination on the issue of attorney's fees.

The Municipality moved for attorney's fees of $17,700.80 and costs of $1,499.28. YFR moved for attorney's fees of $29,749 and costs of $3,845.45. The court denied both motions. It held that CFRG, Stolpe, Featherly and Cox were all public interest litigants. The Municipality and YFR appealed.

II. DISCUSSION

A. CFRG, STOLPE AND FEATHERLY ARE PUBLIC INTEREST LITIGANTS.

A trial court's determination of whether a party is a public interest litigant is reviewed for an abuse of discretion. Citizens Coalition for Tort Reform, Inc. v. McAlpine, 810 P.2d 162, 171 (Alaska 1991).

1. CFRG is a Proper Party to This Action.

YFR argues that only the individual board members can bring the suit. However, public interest litigants may organize to protect their rights or advance their cause. See, e.g., Alaska Survival v. State, Dep't of Natural Resources, 723 P.2d 1281, 1292 (Alaska 1986); Oceanview Homeowners Ass'n v. Quadrant Constr. & Eng'g, 680 P.2d 793, 799 (Alaska 1984); Southeast Alaska Conservation Council, Inc. v. State, 665 P.2d 544 (Alaska 1983). Additionally, no reason has been suggested to differentiate between an incorporated and an unincorporated association or between a general purpose association and one formed for a particular purpose. Generally, we analyze the public interest litigant status of the group by looking to the status of the members. Alaska Survival, 723 P.2d at 1292 (looking to individual members' use of disputed land). When a group does not reveal the identity of its members, a court may not be able to determine the group's public interest status.
Citizens Coalition, 810 P.2d at 171-72. However, the identity
and motivation of CFRG is not so murky.

The Municipality and YFR note that the challenged Board
Members were "closely involved" with CFRG and personally
interested in the outcome. In fact, YFR alleges that CFRG is
simply an "alter ego" for Featherly and Stolpe. We accept this
characterization for the purpose of determining CFRG's public
interest status. If Featherly and Stolpe are public interest
litigants, CFRG is a public interest litigant.

2. Featherly and Stolpe are Public Interest Litigants.

To qualify as a public interest litigant, a party must
meet a four-part test.

(1) Is the case designed to effectuate strong
public policies?
(2) If the plaintiff succeeds will numerous
people receive benefits from the lawsuit?
(3) Can only a private party have been expected
to bring the suit?
(4) Would the purported public interest litigant
have sufficient economic incentive to file suit
even if the action involved only narrow issues
lacking general importance?

Id. at 171 (quoting Anchorage Daily News v. Anchorage Sch. Dist.,
883 P.2d 402, 404 (Alaska 1994)).

In McCormick v. Smith, 799 P.2d 287, 288 (Alaska 1990),
we held that a school board member who sought to enjoin her
recall from office was a public interest litigant. This case is
largely governed by the holding in McCormick.

First, the superior court found that the suit was
"designed to effectuate strong public policies favoring fair and
correctly-conducted elections." The proposition that our
democratic society has a strong public interest in fair elections
is tautological.

Rather than face the daunting task of a rhetorical
assault on this proposition, the Municipality and YFR attempt a
flanking maneuver by arguing that CFRG was motivated by personal
rather than public objectives. To the extent that this argument
suggests that CFRG brought the suit in bad faith the record lends
no support. Public interest litigants must file and pursue their
suit in good faith. McCormick, 799 P.2d at 288 n.4; Falke v.
State, 717 P.2d 369, 376 n.10 (Alaska 1986). "Plaintiffs who in
good faith seek to vindicate the strong public policy favoring
fair and correctly conducted elections should not be penalized by
an assessment of attorney's fees unless the suit is frivolous."
added). The court found that the suit was brought in good faith
and that the outcome of the suit "was unpredictable until the last hearing, at which the Municipality revealed for the first time that it had erroneously rejected thousands of recall petition signatures."

The Municipality and YFR argue that the suit was frivolous because CFRG should have intervened in the original litigation brought by YFR. A fair reading of the record supports CFRG. Until Judge Johnstone's final order, the recall petition had been rejected. When the petitions were approved, there was a narrow margin for error and good reason to believe that invalid signatures had been counted. The suit was not frivolous.

Second, the court found that the suit "exposed questionable election procedures" and "numerous people would have benefited had the plaintiffs prevailed." The Municipality characterizes as speculative the claim that numerous persons would have benefited from the suit. It mistakenly searches for other particular individuals that might be aided by the suit (future recall targets), rather than recognizing the interest that all the citizens of the state have in sound election and recall procedures. In McCormick, this court held that an officeholder's challenge to a recall petition met the first two parts of the test. The public's interest in maintaining the procedural integrity of the election process was sufficient and the public would benefit from vindication of that interest. McCormick, 799 P.2d at 288-89.

Third, the court found that "[o]nly private persons or organizations could be expected to file this action." We have stated that "[o]nly private persons -- the officials sought to be recalled -- could be expected to file a lawsuit challenging improprieties related to scheduling a recall election." McCormick, 799 P.2d at 287-88. Featherly and Stolpe meet this requirement of the test.

Fourth, the court found that "none of the plaintiffs had sufficient independent economic incentive to file suit." The Municipality and YFR emphasize that Featherly, as School Board President and Stolpe, as a Board member, received stipends of $1,150 and $900 per month respectively. The public interest litigant in McCormick served on the school board without compensation. McCormick, 799 P.2d at 288. The Municipality and YFR seize upon this to distinguish the present case.

Because a salary is usually a sufficient economic incentive to file suit, employees seeking reinstatement or
increased salary are normally not public interest litigants. Rosen v. State Bd. of Pub. Accountancy, 689 P.2d 478, 488 (Alaska 1984) (accountant); Acevedo v. City of North Pole, 672 P.2d 130, 137 (Alaska 1983) (police officer); Storrs v. State Medical Bd., 664 P.2d 547, 550 (Alaska) (license to practice medicine), cert. denied, 464 U.S. 937 (1983); Rouse v. Anchorage Sch. Dist., 613 P.2d 263, 266-67 (Alaska 1980) (teacher). However, a number of cases stand for the proposition that the normal compensation of an elected office is not sufficient economic incentive to defeat the public interest status of an officeholder or candidate seeking to vindicate a public interest. Falke, 717 P.2d at 376 n.10 (Alaska Senate); Thomas, 614 P.2d at 797-98 (Alaska Governor, under unusual facts); Gilbert v. State, 526 P.2d 1131, 1136 (Alaska 1974) (Alaska Senate). The distinction between these two lines of cases is justified by the strong public interest in fair and honest elections. If there is a good faith, nonfrivolous claim of error in an election, there is a strong state interest in seeing that the election results are quickly validated or corrected. Often the candidate or officeholder is the only person likely to file suit. Featherly and Stolpe should not be denied public interest status merely because of their stipends.

The Municipality and YFR make a related argument that Featherly and Stolpe were motivated by personal rather than public interest concerns. In other words, they were more concerned about keeping their offices than promoting fair elections. A public interest litigant’s goals need not be purely altruistic. Simply, they must not have a "significant economic interest" in the case. Most, if not all, public interest litigants may have some personal interest in the case beyond the broad public policy vindicated.

The evidence supports the trial court’s finding, that Featherly and Stolpe meet each requirement of the test. Therefore, CFRG also meets the test.

B. THE TEST SHOULD NOT BE CHANGED

The Municipality asks that we modify one element of and add a new element to the present four-part public interest litigant test.5 Neither the Municipality nor YFR appears to have raised these arguments before the trial court. We address these arguments because they are not dependent on any new or controverted facts and relate generally to the Municipality’s trial court theory that CFRG, Featherly and Stolpe were not

Under the doctrine of stare decisis,

we will overrule a prior decision only when "clearly convinced that the rule was originally erroneous or is no longer sound because of changed conditions, and that more good than harm would result from a departure from precedent, . . ." A decision may prove to be originally erroneous if the rule announced proves to be unworkable in practice. Additionally, a prior decision may be abandoned because of "changed conditions" if "related principles of law have so far developed as to have left the old rule no more than a remnant of abandoned doctrine, [or] facts have so changed or come to be seen so differently, as to have robbed the old rule of significant application."


The Municipality appears to argue that the test was originally erroneous because it has proven unworkable. In the Municipality's view, it is unworkable because even suits truly in the public interest automatically take money from the public coffers that could be used for other, and presumably more beneficial, public purposes. The state or local government defendant should have the power to decide whether to pay the public interest litigant or use the money to build a road, hire a teacher, or lower taxes. "The public interest litigant exception should be limited to those who, but for their public interest status, would not be able to bring the case."

The Municipality would implement this limitation through two modifications to the present test. First, the Municipality argues that the fourth element should be modified so that any interest in the litigation, economic or otherwise, would disqualify a party from public interest status. We reject this suggestion. We have previously recognized that a party may be a public interest litigant despite some personal interest in the outcome. Alaska Survival, 723 P.2d at 1292; Oceanview Homeowners Ass'n, 680 P.2d at 799. The members of Alaska Survival opposed the farming of certain parcels of State land because the members hunted, fished, and gathered wood on the land. Alaska Survival, 732 P.2d at 1292. They had an aesthetic and recreational interest in seeing that the land was not turned to agricultural uses. Oceanview homeowners sought to prohibit expansion of a local airstrip runway. Oceanview Homeowners Ass'n, 680 P.2d at 796-97. The homeowners had health and safety concerns over increased air traffic. In both cases, the public interest
litigants had personal interests in the outcome of the litigation. In both cases, they had a peripheral economic interest in the outcome as well. But the primary motivation for and effect of the lawsuit was to vindicate the public interest. Indeed, when the state takes an arguably improper action affecting the public interest, the persons most likely to step forward and challenge the action are those with some aesthetic, health, moral, political, recreational, religious, political, safety, social or other personal interest in the outcome. We rightly require that these parties not have an economic stake in the outcome sufficient to prompt the suit without public interest litigant status. But imposing a requirement that the litigant be completely disinterested sweeps too broadly.

Second, the Municipality would add a fifth element; no person worth over one million dollars or corporation worth over two million dollars can be a public interest litigant. There is neither an allegation nor a showing that any of the participants in this case are worth more than these limits. The proposed rule would be cumbersome in application. More importantly, such a rule is unnecessary. Cases introducing and refining the requirement that the litigant not have a sufficient economic interest in the litigation have involved large and presumably wealthy corporations. See, e.g., Mobil Oil Corp. v. Local Boundary Comm'n, 518 P.2d 92, 104 (Alaska 1974); Lyden Transport, Inc. v. State, 532 P.2d 700, 717 (Alaska 1975); Weaver Bros., Inc. v. Alaska Transp. Comm'n, 588 P.2d 819, 823 (Alaska 1978); Kenai Lumber Co. v. LeResche, 646 P.2d 215, 222-23 (Alaska 1982). Yet in each case, we focused on the possible economic motivation of the litigant, not the litigant's net worth. We continue to believe that this is the proper focus.

III. CONCLUSION

CFRG, Featherly and Stolpe are public interest litigants. They meet the requirements of the test. We are not persuaded there is any reason to change the test. The judgment of the trial court is AFFIRMED.

1 After further review, the Municipal Clerk increased her estimate of the number of valid recall signatures, but the total remained well below the number required.

2 This court is concerned only with the interests of CFRG, Stolpe and Featherly. Cabot Christianson resigned before the recall election. He never joined the litigation. Dorothy Cox filed for bankruptcy after the recall election. The Municipality and YFR limit their arguments to the extent required by the automatic bankruptcy stay dated July 13, 1993. No party has indicated any way that the public interest status of Board Member Cox differs from Board Member Stolpe. Because of our
disposition of the case, we need not reach the effect of the bankruptcy stay.

3 The developments in the number of valid signatures are summarized below.

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Stolpe</th>
<th>Featherly</th>
<th>Cox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted for Recall</td>
<td>19,074</td>
<td>18,834</td>
<td>19,020</td>
</tr>
<tr>
<td>Required for Recall</td>
<td>11,871</td>
<td>11,591</td>
<td>11,387</td>
</tr>
<tr>
<td>Certified Count</td>
<td>12,295</td>
<td>12,084</td>
<td>12,154</td>
</tr>
<tr>
<td>Margin at Election</td>
<td>334</td>
<td>413</td>
<td>767</td>
</tr>
<tr>
<td>Plaintiff’s Alleged Errors</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Plaintiff’s Alleged Count</td>
<td>11,285</td>
<td>11,004</td>
<td>11,154</td>
</tr>
<tr>
<td>Plaintiff’s Alleged Margin</td>
<td>-666</td>
<td>-587</td>
<td>-233</td>
</tr>
<tr>
<td>Defendant’s New Names</td>
<td>2,280</td>
<td>2,280</td>
<td>2,280</td>
</tr>
<tr>
<td>Petition Error Rate</td>
<td>59%</td>
<td>56%</td>
<td>59%</td>
</tr>
<tr>
<td>New Valid Names</td>
<td>1,298</td>
<td>1,276</td>
<td>1,298</td>
</tr>
<tr>
<td>New Count</td>
<td>12,583</td>
<td>12,280</td>
<td>12,452</td>
</tr>
<tr>
<td>New Margin</td>
<td>632</td>
<td>689</td>
<td>1,905</td>
</tr>
</tbody>
</table>

4 The Municipality and YFR equivocate. The Municipality makes a contradictory rebuttal: 1) CFRG is not a “private party” under the test, and 2) the fact that CFRG sued before Featherly and Stolpe joined shows that other “private parties” could be expected to file suit. YFR assumes “arguendo” that CFRG would meet this requirement.

5 Although the Municipality distinguishes between offensive and defensive use of public interest status, it proposes essentially the same modifications to both. It proposes that good faith be added as a sixth element to defensive use. However, we already consider good faith pursuit of a non-frivolous suit to be a requirement for public interest status, whether used offensively or defensively. See Thomas, 614 P.2d at 798. Finally, the Municipality argues that a public interest litigant should be required to bring the suit within a reasonable time in order “to minimize the cost and inconvenience to the public.” Because we conclude that CFRG acted reasonably under the circumstances, we need not address the propriety of adding this requirement to the test.
Name: Lyndell Goolsby
E-Mail: riverwomansdaughter@yahoo.com
Telephone: 907 883-8218
I am commenting on: 4 AAC 06.135
My Comments: I am writing to support BLOCKING THE REPEAL of 4 AAC 06.135. The repeal of this regulation would allow districts to spend money on campaigns. Money received from the Alaska Department of Education and Early Development by a school district should be spent on teaching children, not political campaigns.

Please block the repeal of 4 AAC 06.135 Dollars for Kids? Yes! For campaigns? NO!
Name: Taryn Luskleet
E-Mail: luskleets@hotmail.com
Telephone: 907 488-2942
I am commenting on: Retain 4 AAC 06.135
My Comments: Good Morning,
I am writing to request that the Board block the repeal of 4 AAC 06.135, the prohibition on political spending from education funds. It has been claimed the removal of this regulation is to make it consistent with APOC and state law, but the Alaska Constitution and the statute were in place at the time the regulation was made. Please retain 4 AAC 06.135, as it's power to protect education funds from being spent for political purposes is indeed NOT contained in full anywhere else.

The Board should stand strong against any proposal that would allow monies meant to educate our children be used to influence elections or any other political purposes. Removal of this regulation ignores a very contentious chapter in Alaska's history, so I respectfully ask that the Board take time to consider the full history of the regulation to see the need to retain it.

A brief yet thorough overview of that history can be read here:
http://147degreeswest.blogspot.com/2015/10/block-repeal-of-4-aac-06135-prohibition.html

This document is important to the decision, and though it is included in the article above, I am putting it here as well for convenience.
The Legal Analysis that Explains Why Regulations Prohibit Political Expenditures by School Boards:

Why would anyone want to remove the restriction of spending public education dollars for political purposes? Please do not allow Alaska's students' public education funds to be spent by AK DEED on recalls against local school board members, to finance candidates for the legislature, to spend education dollars promoting agendas, or any other political expenditures. Please protect our children's education funds from being siphoned away for political greed.

Sincerely,
Taryn Luskleet
Please do not repeal 4 AAC 06.135.

School funds are meant to be used for our schools not for any sort of political influences. The people vote on how they want their money to be spent and that's what the money should be spent on, not to fund any kind of political agenda. I also believe that school funds should not be used to fund/donate to, non-profits no matter how noble the effort.

"Retain 4 AAC 06.135."

K. Armstrong
Eagle River, AK 99577
Please keep the law as is.

With as little money as schools get, please safeguard it from people who could see those funds and think that the cost of things like lobbying or political support to candidates could reap strong rewards like increases to the BSA.

The math could work out, but at the expense of the current students.

Thank you,
Allison

Sent from my iPhone
Name: Benjamin Eibert  
E-Mail: Alive4hymn@gmail.com  
Telephone: 907 854-3866  
I am commenting on: 4 AAC 06.135  
My Comments: This regulation should not be repealed. It was brought into effect in response to a misappropriation of student BSA funds for political purposes. Schools are not partisan or political instruments, but publicly funded institutions that provide education to the children of taxpaying citizens. As the statute already reads, it does not disqualify personnel within the school system from exercising their free speech rights to use their own personal funds to influence or finance political campaigns/elections.
From: shawn.sypeck@alaska.gov
Sent: Saturday, October 24, 2015 9:12 AM
To: Sypeck, Shawn (EED)
Subject: Comments on Regs

Name: Amanda Harne
E-Mail: akcrazyquilts@gmail.com
Telephone: 907 841-8430
I am commenting on: 4 AAC 06.135
My Comments: Please block the repeal of 4 AAC 06.135. We should be spending our money on children not politics.

Amanda Harne
October 22, 2015

Alaska State Board of Education & Early Development
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500

Re: 4 AAC 06.135. Use of school funds in elections

Dear Chair Fields & Board Members,

I am writing in opposition to the proposed changes in Title 4 of the Alaska Administrative Code dealing with use of school district money to influence elections, including the following: the repeal of 4 AAC 06.135.

I urge board members to reject the regulation proposed by the Department of Education & Early Development that would repeal the prohibition of state funding being used for non-educational purposes. Providing Alaskan students with the best possible education ought to be the focus of our school districts. Spending public education dollars for electioneering is simply unacceptable.

I have great concern with the use of funding that intended for the education of our children being diverted to political purposes. I hope to see the board reject this proposed regulation.

Sincerely,

[Signature]

Senator Mike Dunleavy
Dear Shawn Sypeck,

Yesterday I sent a hard copy of Senator Dunleavy’s written comments regarding the proposed changes on the use of school funds in elections. However, I noticed a correction. Please accept the attached copy for the official record. If you have questions feel free to contact me.

Thank you,

Christa Von Bergen  
Legislative Aide  
Senator Mike Dunleavy, District E  
716 W. 4th Ave, Rm #514  
Anchorage, AK 99501  

If you would like to receive updates from Senator Dunleavy, simply make a request via email to Sen.Mike.Dunleavy@akleg.gov or call 907-376-3370  
Follow Senator Dunleavy on social media by clicking below!
October 22, 2015

Alaska State Board of Education & Early Development
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500

Re: 4 AAC 06.135. Use of school funds in elections

Dear Chair Fields & Board Members,

I am writing in opposition to the proposed changes in Title 4 of the Alaska Administrative Code dealing with use of school district money to influence elections, including the following: the repeal of 4 AAC 06.135.

I urge board members to reject the regulation proposed by the Department of Education & Early Development that would repeal the prohibition of state funding being used for non-educational purposes. Providing Alaskan students with the best possible education ought to be the focus of our school districts. Spending public education dollars for electioneering is simply unacceptable.

I have great concern with the use of funding that intended for the education of our children being diverted to political purposes. I hope to see the board reject this proposed regulation.

Sincerely,

Senator Mike Dunleavy
I have reviewed all of the material and can say with full knowledge that I understand the argument legally, but if you repeal this you will start legislation to require it and I have at least a dozen legislators now ready to pre-file such in December for next session.

Without this regulation in place the mischief that will start will not be in the best interest of the state, the education programs in the state, nor the general citizens who call Alaska home.

If someone wants to challenge this regulation legally to have it removed, so be it. But again, that will spur new legislation to require these limitations by law.

If you have any questions, please let me know.

Ric Davidge, MPA/PM
3230 C Street #100
Anch, AK 99503
907 229 5328
RIC DAVIDGE, MPA
3705 Arctic Blvd., Suite 415, Anchorage, Alaska 99503
International 1 907 229 5328

PROFESSIONAL EXPERIENCE (detail)

2015 – Present  Author, ‘The Second American Revolution – first 100 days’ (Page Publishing) offers a very specific plan to actually achieve substantive structural government reform at the federal and state levels in 5 years back to the enumerated federal powers and the sovereignty of states.

1/2010 – Present  The AQUEOUS Group
Partner/Chairman/President (full time)
This group is a growing collection of global water based companies including technologies, such as The Jepson™, a revolutionary desalting and water treatment system that makes Reverse Osmosis obsolete for desalination. Now under patent protection, a commercial scale pilot will be run in the United States before it is commercialized globally. We believe based on our 2006 Proof of Concept, that The Jepson™ can also solve the water problems in the oil field. We are also heavily involved in the global commodification of freshwater as a traded commodity. Also developing global bulk water markets and collecting a wide range of export sources around the world with source and market partners. Also involved in the development and marketing of “Health Waters” taking full advantage of unique water sources (23,000 yrs old) with natural high pH and mineral signatures.

Formerly- ALASKA WATER EXPORTS (Arctic Ice and Water Exports, Inc.)
Founder/Chairman/President (full time)

9/08 – Present  CY Investments, LLC
Project Manager/CESCL (private contract/part time)
Overall project management responsibility for a large number of residential land development projects in Alaska with development budgets in the multiple millions. Other clients include Driftwood Bay, LLC, Potter Creek Development, LLC, Huffman Timbers, LLC. These projects represent well over 1,000 lots in neighborhoods in the Anchorage bowl and Mat-Su Valley.

3/07 – 1/09  ALASKA CULTURAL ARTIFACTS, LLC (partner died)
Partner (part time)
Why should the Alaska Native Artist who makes the art receive the smallest portion of the final sale price? We have crafted an alternative aggressive Net Marketing platform that enables Alaskan craftsperson’s to realize 80% of the final sale price of their work.

2/00 – 2/05  WORLD WATER, SA
President and Chairman (full time)
An international consortium, Davidge provided leadership and vision in the development of this global company (Business, Strategic, and Financial Plans), registered in Luxembourg. The purpose of WW, SA was to acquire, market, and manage high quality bulk water sources to supply any area of the world. WW, SA is a consortium of NYK Line, Japan the largest shipping company in the world; ALJ Group, a multi-billion dollar group located in Saudi Arabia with offices in most major cities in the world
focusing on the development of new technologies and markets; NWS the largest bag/tug operating company in the world, AQUEOUS (formerly Alaska Water Exports), a holder of water rights; and other investors. This group is also linked to two other global companies responsible for the transportation of bulk water and research and development of the most cost effective conveyance technology for the transoceanic shipment of bulk water.

6/00 – 6/10 NORTH STAR PRODUCTIONS, Inc. (NSP) (501c3)
    President, Producer/Director (part time)
    “Santa & Death,” our latest film. Only Alaskan Theatre Company that identifies, develops, produces, and promotes wholly Alaskan stage and feature film productions. Short Attention Span Theatre (SAST) is a well-known production of the company three times a year with 30+ new plays each season. The Alaska Playwright Workshop also helps recognize, develop, and promote new Alaskan playwrights. “The Magical History of Santa,” created by Ric Davidge, is a Premier production that is destined to become a national Christmas classic. NSP develops new acting and technical theatrical and movie talent for the Alaskan market as well as New York and L. A. Co-producer of Premiere openings of original Alaska plays in Oklahoma City and Los Angeles. Teaches two classes a year,

    “How to sell your Story to Hollywood” and “How to Audition and Win.” Annually produces, Alaska Veteran’s Day “Heroes Concert”, a nationally recognized event rebroadcast on statewide TV.

7/11 – 11/03 VIETNAM VETERANS OF AMERICA, GOVERNMENT AFFAIRS COMMITTEE,
    National Chairman  (All federal legislation and interface with federal agencies)
    *Awarded VVA National Commendation Medal (8/13)

3/07 – Present ALASKA VETERANS POLITICAL ACTION COMMITTEE (VET PAC)
    Chairman

9/03 – Present ALASKA VETERANS FOUNDATION, Inc. (501 c 3)
    Founder and Chairman of the Board (part time) brochure available upon request

7/03 – 12/14 VETERAN’S AND MILITARY AFFAIRS COMMISSION, Municipality of Anchorage

9/02 – Present VIETNAM VETERANS OF AMERICA, Chapter 904 (501 c 19)
    President & Chairman, Legislative Affairs - Member of the Board of Directors

6/07- 3/12 ALASKA VETERANS BUSINESS ALLIANCE (501c3)
    Founding Board Member/Chairman of Legislative Affairs Committee

6/06 – 8/10 VIETNAM VETERANS OF AMERICA, Alaska State Council (501 c 19)
    President/twice elected. 2013- present as Secretary. Chairman, Government Affairs 6/08 – present – Director of VVA Veteran Service Officers program w/state and national grants.

9/09 – 7/11 Chairman, National Committee on Economic Opportunities, VVA National

4/09 – 7/10 Chairman, National Committee to End Veteran Homelessness, CSCP/VVA

6/06 – 7/10 NATIONAL CONFERENCE OF STATE COUNCIL PRESIDENTS, Vietnam Veterans of America

8/94 – 9/06 ALASKA ORIENTAL GARDENS [exotic Asian landscapes for private & commercial properties]
    Owner (part-time, seasonal)
and international magazines such as Better Homes and Gardens/Country Gardens, spring 2005 w/6 page article.

4/99 – 2/00  CITY OF WASILLA  Sarah Palin, Mayor
**Economic Development** (full time staff/consultant)
Design and develop major elements of City long-range plans, develop programs, provide land use planning support to Planning Commission, City council and administration. Rewrite Comprehensive Plan (2000-2010). Identify grant sources, develop, solicit, and manage grant programs dealing with economic development planning. Develop and articulate city economic diversification strategic plans and provide annual progress reports. Develop and implement a Wasilla-specific database enabling quarterly reports for business and government and more creditable planning. Assist in resolving code enforcement conflicts. Responsible for significant public speaking and coalition building dealing with economic development issues. Point person in the identification and solicitation of new business opportunities for the greater Wasilla area. Lead person in the development and planning of the city industrial park and airport.

6/96 – 4/99  HIGHLAND HOMES
**Owner/Residential General Contractor** (part-time)
Built luxury ($300,000 and up) homes in the Anchorage market. This is just something I'd always wanted to do. My grandfather was a master builder in Hollywood, CA and I started working for him when I was very small – collecting and straightening nails. He was a Scotsman.

11/89 – 7/09  THE GREAT ALASKA-YUKON SHOWCASE
**Director, Alaska Operations** (part-time/contract)
A private venture with associates in Alaska and Orlando, Florida. Responsible for all contacts in Alaska, sponsorship agreements, investor communications, interactions with public officials. The project provides a high profile representation of Alaska and the Yukon for marketing year-round visitation, products, and training opportunities in the visitor industry. Contract for all talent and personalites for this venue awarded to Alaska North Star Productions, Inc.

2/95 - 3/89  EASTER SEAL SOCIETY OF ALASKA
**Director, Program Services** (volunteer)
Prepare and administer budget for program areas. Hire, train, supervise and evaluate staff in all program areas; develop new programs with focus on unmet needs; grant writing and management; coordinate planning process for short and long term goals; evaluate supervised programs in relationship to community needs and relevant to Easter Seals' goals; develop contracts with other agencies to provide services unique to Easter Seals' expertise; act as a spokesperson for Easter Seals. Created and developed nationally unique program addressing needs of FAS/FAE at risk young adults in transition from home/school to jobs and independent living. Developed and received state certification for Care Coordinator Services and Respite Care programs. Expanded camping programs. Awarded Dole Foundation grant.

6/94 - 1/96  FORTUNE PROPERTIES
**Management Consultant** (part-time/contract)
Assist in development/implementation of corporate strategic plan to increase market share and diversify corporate economic base. Assist in development of media presentations and marketing programs. Develop/facilitate management training for professional staff. Review and develop cost containment and management systems. Assist in recruitment of top producers. Advise President/CEO on day-to-day management concerns and strategies. Broker all printing and manage signage contracts.

7/94 - 10/95  CY INVESTMENTS, LLC
**Property Manager** (part-time)
Responsible for full range of property management of all rental properties.
7/94 - 9/94  ALASKA DEPARTMENT OF NATURAL RESOURCES
Assistant to the Commissioner
Led special initiative to resolve Title Navigability conflicts between the US Dept of Interior and the State of Alaska. Negotiate settlement agreement on approximately 10,000 streams and over 1 million lakes. Served as Department Ethics Officer. Review and recommend action by the Commissioner on all Contests and Appeals within the Department. Develop a work plan to implement the transfer of over half a million acres of state land to agricultural production consistent with the Mental Health Lands Trust decision. Review status of Title 38 revisions and prepare recommendations for new legislative package. Coordinate all ANILCA/CSU activities for the Department. Continue as principle contact on all water marketing for the State.

7/91 - 7/94  ALASKA DEPARTMENT OF NATURAL RESOURCES
Director of Water and Chief, Alaska Hydrologic Survey
Appointed Alaska's first Director of Water by the Governor. Responsible for the development, articulation and presentation of Alaska water policy and the development, organization and management of the new Division of Water with a budget of $5 million. The Alaska Division of Water managed an estimated 40% of our Nation's water resources including over 3 million lakes and an estimated 20,000 streams. These responsibilities included the State Water Policy and Management Strategy; issuing water rights; administering the dam safety program; rendering title navigability determinations and Quiet Title actions in federal court asserting ownership of 14 million acres of submerged lands; surveying, collecting and distributing water resource data related to the quantity and quality of surface, ground and coastal waters of Alaska; coordinating water related data collection and management activities with other agencies; providing support to the State Water Board; and advocating responsible water development including water exports. Represented the Governor at the Western States Water Council (17 western states). Served as Co-chair of the Alaska Water Management Council representing 22 state/federal agencies and University of Alaska. Key advocate for creation of this innovative council. Appointed to the President's Commission on Western Water Policy.

The Division of Water had four sections; The Alaska Hydrologic Survey including the State Water Lab, Water Management and Development, Title Navigability, and Dam Safety with offices in Anchorage, Fairbanks, Juneau, and Wasilla. Additional responsibilities assigned included coordinating all DNR interactions with federal agencies, development of DNR's first Strategic Plan and Tactical Plans, and first DNR annual report of accomplishments under the strategic plan.

The Division increased its off-budget revenue by over 300% in 18 months. During the 1994 Legislative Session significant budget cuts were initiated across state agencies. In an effort to reduce administrative costs within the Department of Natural Resources a number of Divisions were consolidated. This included the Division of Water with the Division of Mining.

2/91 - 7/91  OFFICE OF THE GOVERNOR
Special Assistant to the Governor for Policy and Legislation
Responsible for the development, articulation and presentation of State policies in a wide range of spectrums. Principle staff assistant to the Governor's Advisory Council on Subsistence. Governor's liaison with the State House Republican Minority. Responsible for review and analysis of legislation and proposed policies. Responsible for a wide range of areas dealing with State and Federal relations.

3/89 - 2/91  ENVIRONMENTAL SERVICES, LTD.
Director, Planning, Permitting and Government Affairs
Executive position responsible for all planning, permitting and government affairs for the clients of ESL. Clients ranged from small mining to world class mining operations, underground storage tank management for international firms in Alaska, Seattle and Canada, oil support industries, major oil companies, commercial fishing, commercial real estate development in urban and rural areas, oil spill clean up (Exxon Valdez to small scale). Development and articulation of client corporate policies on cultural and natural resources. Monitor and actively participate in all phases of state and local government regulatory or statutory activities that may impact clients. Negotiated acquisition
agreements between state and private mineral right owners. Initiated Major Joint Venture to provide environmental consulting services in areas of the former Soviet Union. Exxon/Valdez Oil Spill - Responsible for environmental compliance for VECO (ESL Client) in the Gulf of Alaska. Designed and supervised second largest most diversified waste receiving, sorting, packaging and transporting system for the spill.

1989 - 2/91 ALASKA ECONOMIC DEVELOPMENT CORPORATION
President (part-time)
Participating in the financing and development of coal leases in the Beluga area. This was a limited partnership involved with European financing and an investment group in Alaska. AIDC was also involved in economic diversification for the opportunity in Beluga including wood fibers, agricultural products, limestone, gravel exports, etc... The coal project had State and Federal support.

6/86 - 2/91 ALASKA PUBLIC POLICY CONSULTING
President (part-time)
Clients included; American Land Alliance, the National Inholders Association, Domestic Policy Council in the White House on national energy policy and national security. Local contracts involved policy development and articulation for legislators, legislative committees, statewide interest groups, and nonprofit organizations.

1988 - 11/90 ALASKA PROFESSIONAL SPORTSMEN'S ASSOCIATION
Executive Director (part-time)
Developed an aggressive professional membership association in partnership with a number of outdoor recreation groups and companies. Solicited and received corporate sponsors and national product endorsements for conservation. Developed, articulated and presented legislation and testimony on a wide variety of fish and game and outdoor recreation issues to state and federal legislatures and agencies. Developed and published Code of Ethics. Subsistence, fish and game management, permitting systems, agency personnel, conflict resolution for members with government agency problems. Annual conferences, designed, wrote and published newsletter. Membership development and financial management.

5/88 - 3/89 SUSITNA INDUSTRIES, Inc.
Vice President, Assistant General Manager (full-time)
Executive position responsible for the exploration of new development opportunities in port, industrial park, natural resource exports and end product manufacturing (coal, wood fibers, agricultural products, limestone). Planned, organized and directed the search for new opportunities. Coordinated government relations efforts, prepared analytical papers for CEO and Board of Directors, coordinated work by contract consultants in a wide range of fields. Prepared and presented development proposals ($250 million to $1.5 billion range). Negotiated land leases, purchases and sublets with private owners and government bodies. Assisted in the identification and development of international financing of projects. Responsible for corporate long range planning. Significant public speaking responsibilities in the presentation of projects. Responsible for community relations.

5/87 - 4/88 MATANUSKA SUSITNA BOROUGH, DEVELOPMENT SERVICES DEPARTMENT
Director (full-time)
Executive position responsible for six divisions with 30 employees. Planned, organized and directed the Plating, Public Lands, Planning, Parks and Recreation, Cultural Resources and Code Compliance Division. Administered contracts, requests for proposals and represented the Borough in negotiations and economic development. Significant public speaking responsibilities. Coordinated the Borough's economic development and long-range planning, capital projects, budget development and legislative interactions. Coordinated activities of citizen advisory groups and was ex-officio member of Planning Commission. Set and met departmental goals and objectives. Acting Borough Manager in the absence of the Manager. Member of the Interdisciplinary Planning Team of Susitna Forest Management Plan. Developed and headed successful International Trade Missions to Finland and South Korea.
1/87 - 6/87  CITIZEN'S COALITION FOR TORT REFORM  
Executive Director (full-time)  
Responsible for development of statewide Coalition. Created, prepared and published all publications, including monthly newsletters and weekly Legislative updates. Organized initiatives by Coalition to impact political decisions in Juneau and Washington, D.C., on significant reform of tort laws within the state and nation. Organized and facilitated visits by national figures throughout Alaska on behalf of Tort Reform. Prepared and implemented quarter-million dollar budget, developed and directed fund raising, organizational development, base broadening and representation responsibilities to State Legislature, public interest groups and national organizations. Got them out of debt in 6 months.

1/86 - 6/86  U.S. FISH AND WILDLIFE SERVICE (FWS)  
Assistant to the Director (full-time)  
Assigned leadership responsibilities for highly sensitive issues in Alaska. Chairman, Staff Work Group responsible for the development and implementation of a Federal Subsistence Resource Management Program for Alaska; Chairman, RS2477 Task Force including federal, states, native corporations and state legislators.

3/81 - 12/85  ASSISTANT SECRETARY OF UNITED STATES, DEPARTMENT OF INTERIOR  
Special Assistant (full-time)  
By request of the President, appointed Special Assistant to the Assistant Secretary of Interior for Fish, Wildlife and Parks. Responsible for all National Park Service programs; developed Management by Objectives program for DOI for Secretary, developed and implemented President's national policies on land protection, historic preservation and recreation. Chairman of Federal Land Policy Group (DOI & DOA), Federal Commissioner to the New Jersey Pinelands Commission, Chairman of the Department's National Task Force on Designation of Undeveloped Coastal Barriers. Secretary of the Interior's representative on the President's Council for Historic Preservation and Board of Directors, National Trust for Historic Preservation. Represented the Secretary and Administration at National Conferences addressing park, wildlife, historic preservation, and recreation policies. Received awards for performance from Secretary and special recognition by U.S. Congress for leadership in the Coastal Barriers program and in development of alternative land protection programs. Often served as Acting Assistant Secretary. Requested transfer back to Alaska, June 1983. Responsibilities included work with the Alaska Land Use Council, Governor and four federal land agency directors. Principally responsible for land use planning, issue coordination, policy review and liaison between the Fish and Wildlife Service, the National Park Service, local governments and the State of Alaska. Wrote planning guidelines for all ANILCA related planning of NPS and FWS units (over 100 plans). Responsible for studies and investigations of organizational and personnel issues for the Assistant Secretary of Interior. Worked closely with the Office of the Governor, the Citizens Advisory Commission on Federal Areas, the Commissioners of DNR, DEC, ADF&G and the Office of Management and Budget.

3/80 - 2/81  INDEPENDENT LOBBYIST & CONSULTANT, WASH, D.C. (full-time)  
Director of Governmental Affairs for National Association of Property Owners, Managing Director for National Inholders Association, and Program Director for Institute for Human Rights Research. Private consultant to several small property and homeowner groups in many states. Negotiated a number of pieces of federal legislation to compensate federal acquisition of private lands. Consultant on land issues to the Republican Presidential Congressional Caucus, member of the Conservation and Sportsman Committee to advise President Reagan during the 1980 campaign. Outside consultant to the President's Transition Team for the Interior Department and the White House on national land use policies. Consultant/leader in the Sagebrush Rebellion.

8/78 - 3/80  SENATOR TED STEVENS, WASHINGTON, D.C.  
Staff Assistant (full-time)  
Responsible for special projects including a major national investigation of federal land acquisition policies and practices focusing on the Departments of Interior and Agriculture. Responsible for CETA, Job Corps, CEED, all legislation creating new or expanding federal areas outside Alaska, Tourism, Department of Justice Lands Section. Routinely reviewed legislation, prepared public policy papers,
developed issue briefs, prepared floor statements and speeches, made voting recommendations on national legislation to the Senator.

1974 – 1978 **Leadership/Statewide Education Organizations and UNIVERSITY OF ALASKA (UA)**  
*Chief Executive*, facilitator and lobbyist for Alaska Student Lobby, representing over 40,000 students. Member of UA Board of Regents by Gubernatorial appointment. Chairman UA Statewide Budget Review Committee. President of UA Fairbanks Associated Students. Recognized statewide leader in Alaska Post Secondary Education. Faculty with Tanana Valley Community College, and Juneau/Douglas Community College.

1975 – 1976 **FAIRBANKS NORTH STAR BOROUGH**  
Chairman, Public Transportation Commission  
Appointed by the Mayor as a member of the borough’s first public transportation commission and then later appointed as Chairman. Developed the first borough wide public transportation system to be phased in over a decade allowing residents to use buses for public transportation. Downtown city bus was offered free to passengers for the first year. This program was recognized by a number of national transportation organizations for it innovations.

1975 - 1976 **PIPELINE IMPACT INFORMATION OFFICE**  
*Government Intern* (part-time)  
Researched and wrote on socio-economic impacts of Alaska pipeline construction on the Fairbanks North Star Borough.

**COMMUNITY SERVICE**
- Municipality of Anchorage, Mayor’s BEAR Workgroup (keeping our troops in AK & expanding Anchorage’s military mission)
- Municipality of Anchorage, Mayor’s Transitions Team (Begich, Sullivan, Berkowitz)
- Chairman, District 20 – Alaska Republican Party  
- Chairman, AK Republican Party Committee on International Affairs, Defense, and Veterans (2012-present)
- Delegate, RNC National Convention, Member Platform Committee/2012
- Campaign Chairman AK, Gingrich for President Campaign 2012
- Anchorage/Seattle Economic Development Council
- Alaska Veterans Foundation, Inc.
- Veterans and Military Affairs Commission, Municipality of Anchorage
- Vietnam Veterans of American, Chapter 904
- VetCity, Inc. [ending veteran homelessness in Alaska]
- Vietnam Veterans of America, Alaska State Council
- Commonwealth North Committee on State/Federal Relations
- Commonwealth North Committee on ANWR
- Commonwealth North Committee on Urban/Rural Issues
- Board of Directors, Resource Development Council
- Board of Directors, Families First Partnership
- Anchorage Economic Development Corporation
- Founding Member, Republican Presidential Task Force (Honor Roll)

2015 Mayor’s BEAR (Base Economic Assessment Recovery) team in response to proposed troop reductions at Ft Richardson
2015 Mayor’s Transition Team (Berkowitz/Community Development)
2013 Awarded - VVA National Commendation Medal
2009 Mayor’s Transition Team (Sullivan/Military and Veterans Issues)
2006, 2005 Twice Awarded - Congressional Order of Merit (NRCC)
2004 Awarded - Ronald Reagan Republican Gold Medal (NRCC)
2004 – 2014 Member (Chairman 2010, former Vice Chairman), Municipality of Anchorage, Commission on Military and Veterans Affairs
2006 – 2008  Chairman, Committee for the design, funding, construction, and dedication of the new Municipal Veterans Memorial in the Delany Park Strip, Anchorage
2003  Mayor’s Transition Team (Begich/Military and Veterans Issues)
2002 – present  Board of Directors, Chairman/CEO Alaska Veterans Foundation, Inc. (501 c 3)
7/02 – present  Board of Directors, President, former 1st Vice President, Chairman of By Laws Committee, and Chairman Governmental and Legislative Affairs, Vietnam Veterans of America, Chapter 904
3/99 – 2001  Board of Directors, Legislative Committee Chairman, Families First Partnership, Inc.
8/99 – 11/99  Chairman, Trade and Development Subcommittee
Alaska Commission on Privatization and Delivery of Government Services
6/93 - 11/95  Member, Board of Directors and Chairman, Legislative Committee, Friends of Children
9/90 - 11/90  Statewide Issues Coordinator, Walter Hickel for Governor Campaign
12/89 - 11/90  Statewide Issues Coordinator, Coghill for Lt. Governor Campaign
3/89 - 11/90  Founding member, ANWR Committee, Alaska Support Industry Alliance
6/86 - 5/87  Founding member Coastal Plain Committee, The Alaskan Coalition for American Energy Security
6/86 - 5/87  Director, Division of Lands, Resource Development Council
Responsible for development and articulation of State/Federal land use issues. Addressed such problems as ANWR Oil & Gas Exploration and development, and Federal/State area management plans, Chairman, ANWR Task Force.
Alaska Representative of the American Land Alliance
6/86 - 8/86  Issues Coordinator, Walter Hickel for Governor Campaign, responsible for development/presentation of all issue papers and special interest group questionnaires. Prepared speeches for the candidate and functioned as a surrogate speaker.
1975 - 1976  Chairman, Commission on Public Transit, Fairbanks, Alaska
Developed and implemented new comprehensive public transportation system for the Fairbanks North Star Borough.

FORMER BOARDS
- Board of Regents, University of Alaska (statewide)
- Board of Directors, Resource Development Council
- Board of Directors, Arts Alaska
- Board of Directors, University of Alaska Alumni Association
- Board of Directors, Alaska Dance Theater
- Board of Directors, Asia International Corp.
- Board of Directors, Anchorage Community Theatre
- Board of Directors, Vietnam Veterans of America, 904
- Board of Directors. Vietnam Veterans of America, Alaska State Council
- Board of Directors, Alaska Veterans Foundation, Inc.

EDUCATION
- Post Graduate work in Arctic Architecture and Engineering, Univ. of Alaska, Anch 1994
- Masters in Public Administration, University of Alaska, Juneau, 1978
- Post Graduate work in Economics, Political Science and Management, 1976
- Bachelor of Arts (Music/Theatre), University of Alaska, Fairbanks, 1975

PROFESSIONAL ASSOCIATIONS
- Member, International Bottled Water Association (inactive)
- Member, International Desalination Association (active)
- Member, Project Management Institute (inactive)
- Member, ICMA (International City Management Association) (inactive)
- Member, World Trade Center Alaska (inactive)
PERSONAL INFORMATION
Born March 20, 1946 (Southern California); Married; 3 grown children; 6 grandchildren

Former professional singer, composer, producer, dancer, director and choreographer. Dance Theater
instructor and performance choreographer, Univ. of Alaska, Fairbanks. Three years under contract with the
Alaska Light Opera Theater as Company Choreographer. Worked with Andy Williams, Bob Hope, Red
Skelton, Johnny Mann, Ann-Margaret, Julliet Prouse and others in stage, TV and world tours. National radio
talk show personality. (separate Theatre resume available)

Foreign Residencies: Vietnam, South Korea, Japan, and Hong Kong. I have traveled extensively in Asia
and Pacific Rim as well as Europe, the Middle East, and northern Africa.

Fort Ord/Calif., Fort Sam Houston/Texas, Fort Benning/Georgia, Fort Rucker/Alabama, Vietnam/An Khe,
Pleiku, Bong Song, UN 8th Army Hdqs/Seoul Korea.
Name: George Jarvi  
E-Mail: george@jarvi.com  
Telephone: 907 632-2906  
I am commenting on: 4 AAC 06.135  
My Comments: Regulation 4 AAC 06.135 states:

"A SCHOOL DISTRICT MAY NOT APPROPRIATE OR SPEND SCHOOL DISTRICT MONEY FOR THE PURPOSE OF INFLUENCING THE RESULT OF A PUBLIC VOTE ON AN ELECTION, REFERENDUM, INITIATIVE, RECALL, OR OTHER ELECTION INVOLVING CANDIDATES OR HOLDERS OF PUBLIC OFFICE."

A school district is a public body that may spend its appointed budget to educate and fulfill its public mandate.

When public employees must defend themselves from legal actions for which they are found to be culpable, they should bear the expense of the defense. If they are found not to be culpable, or other than culpable, I would not object to having their defense defrayed, but not before the adjudication is complete. My opinion, only.

I am informed that there is a somewhat sordid history of recall of School Board members and the subsequent effort to overturn the recall vote. There was the question of who shall pay for legal challenge to the basis for the recall election, independent of its results.

I am not certain that the abolishment of this regulation would open the floodgates to abuse and chicanery. However, we in the public do not generally understand in what manner the regulation conflicts with the legal code, or why it must be abolished. We do suggest that the regulation not be rescinded until and unless sufficient safeguards are in place to prevent the malfeasance averred to have been the justification for the regulation in the first instance.
Name: Amanda Pagaran  
E-Mail: mandyhula@gci.net  
Telephone: 907 745-8295  
I am commenting on: 4AAC 06.135  
My Comments: To Whom it may concern:

Thank you for inviting public input. I have read both the regulation to be repealed (4AAC 06.135), and the statute and regulation that are contradicting it.

The statute and regulation (AS15.13.145 and 2AAC 50.356) DO allow school districts (as well as other government entities) to invest our money in attempting to sway the public in elections concerning anything except elections of politicians, as long as it is done in the specified manner. [Please see AS15.13.145 (d) and 2AAC 50.356 (a)]

So, in my opinion, AS15. 13. 145 and 2AAC 50.356 should be changed, not 4AAC 06.135.

Thank you so much for considering my opinion.

Sincerely,  
Amanda Pagaran
Name: Pamela Samash  
E-Mail: aksunshine123@gmail.com  
Telephone: 907 322-2201  
I am commenting on: 4 AAC 06.135  
My Comments: As if these schools aren't already broke enough, now to use funds for election influences? Please let me remind you that schools are for READING, MATH, WRITING, SCIENCE, GEOGRAPHY, HISTORY, not elections or political agendas or sexual training or brainwashing of any kind. Can you people stop interfering with our schools and let the teachers teach, the parents have a voice and the cafeteria serve whatever they want. Keep your government agendas away from us and our kids!  
Thank you  
Pamela Samash
Name: Roberta Zais
E-Mail: zaisr2@hotmail.com
Telephone: 541 515-1019
I am commenting on: 4 AAC 06.135
My Comments: I am writing to ask you to NOT REPEAL this regulation. School districts should NOT be allowed to spend money on political campaigns of any kind. This is such an inappropriate use of district money, and is outside the scope of school districts' mission, which should be entirely focused on educating students. They should not be allowed to spend money on anything that does not have a direct educational purpose.
Name: Michael sweeley
E-Mail: kl7ar@mtaonline.net
Telephone: 907 357-2275
I am commenting on: 4 AAC 06.135

My Comments: Under NO circumstances do I want PUBLIC monies...MY TAX DOLLARS going to the promotion or advocacy of ANY school bond! I do NOT want the regulation to be repealed that states bureaucrats can't spend public education money to influence the outcome of an election or initiative or recall etc!!!!!!!
What don’t you people understand...THE STATE IS BROKE and you propose to spend money promoting spending MORE money, all to the benefit of the educational cabal, teachers unions and bureaucratic elites. This smacks of nothing more than cheap shit Chicago style vote buying!
Not only no, but hell no!
Regards
Mike Sweeley
Wasilla, AK.
Name: Candice Kuck
E-Mail: ckuck82@gmail.com
Telephone: 907 987-0208
I am commenting on: 4 AAC 06.135
My Comments: Money for kids - YES!
There is no need to spend money on advertisement. Period!
Please BLOCK THE REPEAL of 4 AAC 06.135. The repeal of this regulation would allow districts to spend money on campaigns. Money received from the Alaska Department of Education and Early Development by a school district should be spent on teaching children, not political campaigns.

Please write and block the repeal of 4 AAC 06.135

Dollars for Kids? Yes, Not Campaigns!

DO NOT allow public funds to go towards impacting an election.

https://education.alaska.gov/regs/comment.cfm

Thank you

Tracie Rector.
Name: Marvin Hadenfeldt
E-Mail: marvinh@gci.net
Telephone: 907 306-1410
I am commenting on: Repeal of 4 AAC 06.135 My Comments: Block the repeal of 4 AAC 06.135 Money received from the Alaska Department of Education and Early Development by a school district should be spent on teaching children, not political campaigns.

Thank you.

Respectfully,

Marvin Hadenfeldt
SpecEd T/A Gladys Wood Elementary
Name: David Boyle
E-Mail: info@alaskapolicyforum.org
Telephone: 907 334-5853

I am commenting on: 4AAC 06.135 Use of school funds in elections My Comments: I object to the repeal of 4AAC 06.135, Use of school funds in elections. I do not believe there is a conflict, as stated, with AS 15.13.145. It seems as if the administrative code only expounds on the statute and does not conflict. The code merely adds additional explanations and restrictions without conflicting with the statute. The statute states that a school district can use public education funds "to provide the public with nonpartisan information about a ballot proposition or question or about all the candidates seeking election to a particular office". While this may seem worthwhile, it is not a function of the education community to inform the public about candidates or ballot questions. In addition, the term "ballot questions" is not adequately defined and is not limited to school bond questions. It could be interpreted to mean recall of officials, referendums on non-education issues, or extraneous initiatives.

As you know, education funds will be severely limited in the future with the budget crisis. To use education funds for elections, including school bonds, borders on waste. The general public will not sense that public education is short of funds if these funds are also being used to influence the outcome of elections. Do not repeal 4AAC 06.135.

Thank you.

Sincerely,

David Boyle
Alaska Policy Forum
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item: 11B

♦ ISSUE
The board is being asked to adopt amendments to regulations regarding the challenging of courses for students in grades 9-12.

♦ BACKGROUND
• These regulations address AS 14.03.073 Secondary school course credit, being changed with the passage of House Bill 44, Alaska Safe Children’s Act.

• These proposed regulations change 4 AAC 06.065 to allow students in grades 9-12 the opportunity to challenge core courses by demonstrating mastery of course material instead of, as currently written, students enrolled in a secondary school. The definition of secondary school includes students in grade 7 and 8.

• Behind this cover memo are: 1) the proposed regulations and 2) public comment.

• Marcy Herman, Special Assistant to the Commissioner and Legislative Liaison, will be present the brief to the board.

♦ OPTIONS
This is for information. Action will take place under Agenda Item 13B.
4 AAC 06.065(a) is amended to read:

(a) Not later than July 1, 2015, a district shall provide students in grades nine through secondary students with the opportunity to challenge courses offered in mathematics, language arts, science, social studies, and world languages by demonstrating mastery of the course material. A district shall provide this opportunity at least twice annually. A district shall develop standards regarding the degree of mastery necessary to successfully challenge a course. The method of assessment used by a district must include a written assessment. A district shall develop a written policy regarding the grading or evaluation of successfully challenged courses. A district may charge a fee to cover the costs of development and administration of the assessment.

(Eff.12/26/2014, Register 212; am ___, Register___)

Authority:  AS 14.03.073 AS 14.07.020 AS 14.07.060
Name: Dr. Lisa Parady  
E-Mail: LParady@alaskaacsa.org  
Telephone: 907 586-9702  

I am commenting on: The Department of Education & Early Development proposes to adopt regulation changes in 4 AAC 06.065(a) of the Alaska Administrative Code, dealing with challenging courses, including the following: 4 AAC 06.065(a) is proposed to be changed by replacing "secondary students" with "students in grades nine through 12" to conform the regulation to the similar change in state law under Secs. 2-3, ch. 2, SSSLRA 2015. Under that legislation, school districts are required to provide an opportunity to challenge courses only to students in grades 9-12, rather than to "secondary school" students. Under state law, a "secondary school" may include grades seven or eight.  

My Comments: Members of the State Board of Education:  

The Alaska Superintendents Association (ASA) is representing a small school perspective in the following opinion and not necessarily the opinion of all its members. As such the proposal to change the current wording of "secondary students" with "students in grades nine through twelve" limits the academic flexibility that is provided to Alaska’s students. There have been instances where seventh or eighth grade students have successfully taken advanced placement courses for High School credit and 4 AAC06.065(a) should be changed to reflect this.  

A suggestion would be: ...school districts are required to provide an opportunity for challenging courses to secondary students enrolled in/enrolling in a credit bearing course.  

- or -  

...school districts are required to provide an opportunity to challenge courses to any secondary student enrolled in a grade nine through twelve credit-bearing course.  

Thank you for the opportunity to comment and thank you for your continued work to help all of our state’s children have a successful school experience.
October 26, 2015

Commissioner Mike Hanley  
Alaska Department of Education & Early Development  
ATTN: Regulations Review  
P.O. Box 110500  
Juneau, Alaska 99811-0500

RE: Proposed Amendments to 4AAC 06.065(a) Challenging Courses

Dear Commissioner Hanley,

In response to the request for review and public comment to the proposed changes in Title 4 of the Alaska Administrative Code to amend 4 AAC 06, specifically to changes dealing with challenging courses, Anchorage School District provides the following comment:

The Anchorage School District is in full support of the proposed changes in the regulation. The change to including only grades 9 – 12 aligns with high school credits and makes the regulation one that fits with our district practices.

I appreciate the opportunity to forward our comments as they relate to the proposed changes in the Department of Education and Early Development (DEED) regulations.

Sincerely,

Ed Graff
Superintendent

cc: Michael Graham, Chief Academic Officer
Name: Sean Dusek
E-Mail: sdusek@kpbsd.k12.ak.us
Telephone: 907 714-8888
I am commenting on: 4 AAC 06.065 Course Challenges My Comments: The Kenai Peninsula Borough School District supports the proposed change to this regulation that clarifies course challenges for students in grades 9-12. Our district has long allowed this option for our high school students. We are working toward maximizing opportunities for our students in grades 7 and 8 that will put them in a position to succeed online in middle school and in course challenges during their high school career. We will do this while maintaining academic, social and emotional developmentally appropriate instruction/activities for middle school students.
October 13, 2015

Mike Hanley, Commissioner
Department of Education and Early Development
Attn: Regulations Review
801 West 10th, Suite 200
PO Box 110500
Juneau, AK 99811

Dear Commissioner Hanley:

I would like to express my support for the proposed change to 4AAC 52.130 (k) which adds fetal alcohol spectrum disorder to the list of health impairments that may render a student eligible for special education services the same as a child with other health impairments.

In addition I would like to support the proposed changes in 4AAC 06.065 (a) which replaces the term "secondary students" with the statement "students in grades nine through twelve". This change would clarify the requirement that districts develop an opportunity for students challenging courses in grades 9 through 12.

Thank you for your consideration.

Sincerely,

Richard Carlson
Interim Superintendent
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

Agenda Item: 11C

♦ ISSUE
The board is being asked to approve regulations related to who may provide diagnosis of health problems, including Fetal Alcohol Spectrum Disorder (FASD), for the purpose of eligibility for special education for children with other health impairments.

♦ BACKGROUND
- Current regulation permits only a physician to provide diagnoses of health problems that may make a child eligible for special education services for children with other health impairments.

- At the September 2015 board meeting, two revisions to regulation 4 AAC 52.130(k) were proposed:
  - To include FASD as an example of an “acute health problem” that may make a child eligible to receive special education services as a child with other health impairments; and
  - To permit advanced nurse practitioners to diagnose FASD for the purpose of satisfying regulatory requirements related to eligibility for special education for children with other health impairments.

- Public comment related to these proposed regulation revisions were largely supportive, but also advocated for further broadening the regulatory language to permit advanced nurse practitioners to provide diagnoses for all conditions falling within the other health impairment eligibility category.

- After consultation with Alaska’s Chief Medical Officer & Public Health Director, Dr. Jay Butler, the department concurs with this additional broadening of the regulatory language.

- Behind this cover memo are: 1) the proposed regulations and 2) public comment.

- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

♦ OPTIONS
This is an information item. Action will take place under Agenda Item 13C.
4 AAC 52.130(k) is amended to read:

(k) To be eligible for special education and related services as a child with other health impairments, a child must

(1) exhibit limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, fetal alcohol spectrum disorder, [OR] diabetes, or a heightened alertness to environmental stimuli, due to attention deficit disorder [(ADD)] or attention deficit hyperactivity disorder [(ADHD)]; for a child to be eligible, a health impairment must adversely affect that child's educational performance;

(2) require special facilities, equipment, or methods to make the child's educational program effective;

(3) be diagnosed by a licensed physician or licensed advanced nurse practitioner as having a health impairment described in (1) of this subsection; and

(4) be certified by the group established under 4 AAC 52.125(a)(2) as qualifying for and needing special education services.

(Eff. 7/1/83, Register 86; am 6/9/85, Register 94; am 7/16/89, Register 111; am 11/28/92, Register 124; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 9/29/2005, Register 175; am 8/30/2007, Register 183; am 8/19/2009, Register 191; am 11/28/2009, Register 192; am ___/___/____, Register ___)

To: Alaska State School Board Association

From: Clayton Holland, KPBSD Director of Pupil Services, and President of Alaska Chapter of the Council for Special Education Administrators (AK CASE)

Re: ACC 4 52.130 (k) OHI/FASD

October 30, 2015

Dear Alaska State School Board Association members:

Thank you for addressing the important issues related to Fetal Alcohol Spectrum Disorders (FASD) and the special education eligibility category of Other Health Impairments. I am writing you regarding ACC 4 54.130 (k), in both my capacity as the director of pupil services for the Kenai Peninsula Borough School District (KPBSD) and in my role as AK CASE president, I ask that you make this change.

AK CASE and the KPBSD feel that it is important to add fetal alcohol spectrum disorder to the list of health impairments that may render a student eligible for special education and related services as a child with other health impairments. It is important for the state to formally acknowledge this spectrum of disorders within the OHI eligibility category due to the large and devastating impact of FASD in Alaska. More importantly, many Alaska districts place students with an FASD diagnosis in the category of Emotionally Disturbed, which likely does not provide an accurate reflection of these students. A FASD diagnosis and OHI eligibility category helps everyone working with a student reframe how the student is viewed, and consequently how they work with those students.

AK CASE and the KPBSD support regulation changes that will allow districts to use a diagnosis provided by a nurse practitioner to be allowed for use in special education OHI determinations. The reality in Alaska is that many rural Alaskan students have no regular access to a physician. Nurse Practitioners are able to provide care and diagnosis to these students. Additionally, this regulation change has no impact on what is already occurring in the medical community, which is guided by their own licensure requirements, and are already providing diagnosis of FASD, ADD, ADHD, and other medical diagnosis.

Thank you for your work on the Alaska State School Board, and for your consideration of this important issue that affects many of our students. Please contact me with questions or for further clarification.

Respectfully,

Clayton Holland
I am commenting on: The Department of Education & Early Development proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code dealing with diagnosing fetal alcohol spectrum disorder, including the following: 4 AAC 52.130(k) is proposed to be changed My Comments: Members of the State Board of Education:

The Alaska Superintendents Association (ASA) supports the efforts of DEED in its attempts to change regulations to Title 4 the Administrative Code which deals with diagnosing fetal alcohol spectrum disorder. ASA supports the recommendation that “Fetal Alcohol Spectrum Disorder” be added to the list of health impairments that may render a student eligible for special education and related services as “Other Health Impaired”. This would include a diagnosis equal to what a physician would provide as with other conditions considered “Other Health Impaired”. With regard to regulation 4 AAC 52.130(k), ASA supports the proposed changes and recommends that other additions (outlined below) are also included. Our public schools’ challenge of educating all children is never more pronounced than it is for a child with disabilities. The Other Health Impairments category that allows a child to be eligible for special education services that are the subject of this regulation are important; thank you for proposing revisions that guide the eligibility determination for this category.

ASA supports expanding the definition regarding which medical care practitioners can provide a diagnosis for fetal alcohol spectrum disorder (FASD) eligibility under the Other Health Impairment category. However, this change should not be limited to FASD. It would be more appropriate to change section (3) of the regulation so that the other health impairments listed in regulation can be diagnosed by a physician, advanced nurse practitioner or certified physician’s assistant. While some of the listed medical conditions are not within the diagnostic purview of an ANP or certified physician’s assistant (the limitations of their license will prevent them from diagnosing those conditions) some are clearly within the scope of their training. In sum, the proposed changes to the regulation are not broad enough and should be expanded to include ANP or certified physician’s assistant who are trained to diagnose more than just FASD.

Thank you for your continued work to help all of our state’s children with disabilities have a successful school experience. Thank you for the opportunity to comment.
Hello,
Please find attached written comments on the proposed regulation change to the Other Health Impairment Special Education eligibility regulation 4AAC 52.130(k) adding Fetal Alcohol Spectrum Disorder (FASD) to the medical conditions allowed under OHI, and who the qualified medical providers that are allowed to diagnose FASD.

If you have any questions, please let me know.

Thank you for your time and consideration.

Respectfully, Michael

Michael Baldwin
Evaluation & Planning Officer
Alaska Mental Health Trust Authority
907.269.7969
www.mhtrust.org
October 29, 2015

Commissioner's Office
Department of Education & Early Development
Attn: Regulations Review

Dear Commissioner Hanley,

Thank you for the opportunity to comment on a proposed regulations change expanding the qualifying medical conditions considered under the special education eligibility category Other Health Impairment, and who would be qualified to provide the diagnosis.

The Trust strongly supports the proposed language in 4AAC 52.130 (k)(1) which would add “fetal alcohol spectrum disorder (FASD)” to the list of potential medical conditions to be considered under the “Other Health Impairment” eligibility category.

The language proposed in 4AAC 52.130 (k) (3) expanding who might provide the diagnosis of FASD for purposes of the Other Health Impairment eligibility is unfortunately too restrictive. As written it would limit qualified medical professionals from providing the diagnosis, consequently limiting services to children in need of diagnosis across the state.

We would propose, and support alternate wording. Specifically, we propose the following wording [Recommended changes are bolded and underlined]:

• “(k) To be eligible for special education and related services as a child with other health impairments, a child must (1) exhibit limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, fetal alcohol spectrum disorder (FASD) or diabetes, or a heightened alertness to environmental stimuli, due to attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD); to be eligible, a health impairment must adversely affect that child’s educational performance; (2) require special facilities, equipment, or methods to make the child’s educational program effective; (3) be diagnosed by a licensed physician or advanced nurse practitioner (ANP) as having a health impairment...”

Thank you for your time and consideration. If you have any questions, we would be glad to provide more information.

Respectfully,

Jeff Jesse
CEO, Alaska Mental Health Trust Authority
Mission: Mat-Su Borough School District prepares students for success

Mr. Mike Hanley, Commissioner  
Department of Education and Early Development  
State of Alaska  
801 West 10th Street, Suite 2002  
Juneau, Alaska 99801-0500

October 28, 2015

Dear Commissioner Hanley,

This comment is in reference to the proposed regulation change to 4 AAC 52.130(k);

The Mat-Su Borough School District supports in part the proposed language and suggests revision in part of proposed language.

We are in support of the addition of Fetal Alcohol Spectrum Disorders (FASD) to the current list of health impairments that may be diagnosed as a component to determine eligibility for special education under the “Other Health Impaired” category. While the district recognizes that the list of health impairments in the current federal and state regulations is illustrative, not exhaustive, we believe the inclusion of this specific impairment will provide clarity to health providers, parents and school staff members. It is important to keep in mind that a diagnosis is only one required criteria for a team to consider in determining eligibility for special education services.

We recognize that in our state, sometimes accessibility to a physician’s diagnosis may be challenging and potentially be a barrier to children receiving needed special education services. Opening up the qualifications of providers for families seeking diagnoses of FASD will provide greater access to care.
While our district supports the addition of an advanced nurse practitioner as a medical provider able to provide this diagnosis, a requirement of the specific certification is not something that school districts are able to monitor. There is not a source that a school team can refer to in order to determine a provider’s certification or scope of practice. We suggest that the regulatory language state the FASD diagnosis may be provided by an advanced nurse practitioner, and that those medical professionals determine their own level of expertise in diagnosing FASD, as physicians do under the current regulation.

Thank you for the opportunity to provide comment on this proposed regulation change.

Sincerely,

Lucy Hope
Director, Student Support Services
Mat-Su Borough School District
Greetings,

Attached you will find comments on the proposed regulation change to 4 AAC 52.130(k) relating to FASD and who may diagnose a health condition. These comments are from the Governor’s Council on Disabilities and Special Education. I would appreciate it if you let me know if received this.

Thanks!

Christie Reinhardt

Governor’s Council on Disabilities and Special Education
3601 C Street, Suite 740 | Anchorage, AK 99503
Phone: (907) 269-8462 | Toll free: 1(888) 269-8990
Webpage: http://www.dhss.alaska.gov/GCDSE/Pages/default.aspx
Join us on Facebook! www.facebook.com/GCDSE
October 29, 2015

The Governor’s Council on Disabilities and Special Education (the Council) is the Special Education Advisory Panel (SEAP) for Alaska as required under the Individuals with Disabilities Education Act (IDEA). Council members are former special education students, parents of students with disabilities, special education teachers, school administrators, staff from the Department of Education & Early Development (DEED) and others involved in the education of students with disabilities. The Council works on issues and activities of concern to make changes in the education system that improves the lives of students with disabilities. The Council is making comments on the proposed regulation changes in Title 4 of the Alaska Administrative Code dealing with diagnosing fetal alcohol spectrum disorders (FASD).

The Council wants to applaud DEED on the inclusion of FASD on the health conditions listed under “Other Health Impairment” (OHI) eligibility regulation 4 AAC 52.130 (k)(1). This, often hidden, brain-based disability adversely affects a student’s ability to access academic curriculum in a school setting because of challenges with hyperactivity, attention, memory, executive functioning, and sensory processing. A recent study reports finds that as many as 1 in 50, or up to 2% of school-aged children may have a FASD. The Federal government has made it very clear that the health conditions listed under OHI eligibility are not meant to be an exhaustive laundry list of chronic and acute health conditions. To emphasize this point they included the significant wording “such as” when listing health conditions. The Council is very pleased to see the addition of FASD, as it will provide clarity and guidance to IEP teams and families.

The Council feels strongly that DEED must clarify what a “physician” is for purposes of educational evaluation. IDEA does not require a medical diagnosis for eligibility under OHI. This additional requirement was made by the state of Alaska. Currently, there is no definition of what a “physician” is in education regulations excepting regulations relating to immunization. Because of this, the State needs to define “physician” for this eligibility category. Because of lack of clarification, school districts have made their own definitions and this is excluding students with diagnosed disabilities.

The Council believes that this education eligibility regulation should reflect the reality of the medical diagnosis and treatment of children in Alaska. The multi-disciplinary, state sponsored FASD teams in Alaska are producing FASD diagnoses signed by an Advanced Nurse Practitioner (ANP). The current DEED 4 AAC 52.130 (k) draft regulation would only allow FASD diagnosis from an Advanced Nurse Practitioner (ANP) licensed in Family Practice or Psychiatry, not Pediatrics. In addition, there are only 23 pediatric clinics in Alaska and only 75
October 29, 2015
Page 2

licensed pediatricians in the state. ANPs are providing diagnosis and treatment for Alaska’s children and youth in urban, rural and tribal settings in family, pediatric and public health clinics. In addition they are also specializing in not just FASD but, autism, mental health, counseling, nephrology, neonatal conditions, neurology, sleep, oncology, psychiatry, urology, cardiology, pain management, dermatology, urgent care and reproductive health. The reality in Alaska is that children with a chronic or acute health condition often receive their initial diagnoses and ongoing treatment from an ANP.

After guidance from Dr. Jay Butler MD, Chief Medical Officer & Public Health Director and Stephanie Birch RN, MPH, MS, FNP, Section Chief Women's Children's and Family Health, as well as other stakeholders, including teachers, administrators, medical professionals and families the Council recommends that 4 AAC 52.130 (k), Other Health Impairment Eligibility, should be re-worded to read: (changes in red)

“(k) To be eligible for special education and related services as a child with other health impairments, a child must (1) exhibit limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, fetal alcohol spectrum disorders (FASD) or diabetes, or a heightened alertness to environmental stimuli, due to attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD); to be eligible, a health impairment must adversely affect that child's educational performance; (2) require special facilities, equipment, or methods to make the child’s educational program effective; (3) be diagnosed by a licensed physician or advanced nurse practitioner (ANP) as having a health impairment…”

Thank you for your work on this and thank you for all you do for children and youth in Alaska.

Amy Simpson
Council Chair
This letter is being written in support of the inclusion of Fetal Alcohol Spectrum Disorders (FASDs) to the list of health impairments a child may have to qualify for the IEP category of Other Health Impaired.

This, often hidden, brain-based disability frequently presents as behavioral difficulties (including attention deficits, hyperactivity, and impulsivity) that can definitely interfere with the child’s ability to access their academic curriculum and meet the social expectations in the school setting. If the child (and school staff) receive support and accommodations to address the manifestations of this disability, all concerned can have a much more satisfying and successful school experience. Recent national data indicates, based on community studies using physical examinations, that experts estimate that the full range of FASDs in the United States (and some Western European countries) might number as high as 20 to 50 out of 1,000 school children (or 2% to 5% of the population). In contrast, the US rate for Autism is 1.5%. Clearly we have many children who may be impacted by this disability who deserve appropriate educational services for their disability.

In regard to who must conduct these diagnoses, I would urge the Board of Education to use simple inclusive language in item (3)

“be diagnosed by a physician or advanced nurse practitioner as having a health impairment described in (1) of this subsection;…”

Much work is now being done, in the state and nationally, to promote the training of health care professionals in the prevention, recognition, and appropriate treatment of individuals with this disability. However, at the present time, very few health care professionals have received education
about FASD in their health training programs. Very few choose to participate in multi-disciplinary diagnostic processes due to time constraints, lack of interest, or other factors.

As an ANP with FASD expertise in Alaska, I can assure the Board that the State of Alaska has explicit expectations about what constitutes a quality diagnostic evaluation for a child being evaluated for a possible FASD. We are expected to use the University of Washington 4 Digit Code Diagnostic model. Because of this, the MD or ANP who signs the diagnosis for an FASD in Alaska should not have done so without having sought additional training/experience and they work in collaboration with other professionals who have helped to evaluate the central nervous system function of the child.

If there is any question or concern, school districts can (and should) request the reports/supporting data that the ANP or MD used to determine their diagnosis. Reports of multidisciplinary team professionals (psychologist or neuropsychologist, occupational therapist, and/or speech language pathologist) contain key information about the child’s function and information about interventions that can be very helpful to school staff.

For questions feel free to contact me at the numbers below.

Marilyn Pierce-Bulger, ANP
FASDx Services LLC
741 Sesame Street Suite 1B
Anchorage, AK 99503-6657
907/865-3279 phone 907/865-7979 fax
marilynpb@fasdxservices.com
Name: Laural Jackson
E-Mail: ljackson@dgds.us
Telephone: 907 895-4657
I am commenting on: 4AAC52.130(k)
My Comments: While I think the intent of the proposed change to include FASD to the list of other health impairments is well-intentioned, I feel that it is unnecessary. A child with FASD can already qualify for special education services under that category if they also require specially designed instruction. Remember FASD is a spectrum disorder so some who are affected do not require Special Education. Adding FASD to the list would not guarantee that a student identified as having FASD that they would qualify for Special Education.

I am also concerned because my understanding of the diagnosis for FASD is that is is a complex process that requires much data gathering and testing. I am unconvinced that an advanced nurse practitioner would have the expertise nor fully understand the ramifications of such a diagnosis. It seems this should be left to the Doctors. But I will bow to the doctor's expertise in this area.

Thank you
October 13, 2015

Mike Hanley, Commissioner
Department of Education and Early Development
Attn: Regulations Review
801 West 10th, Suite 200
PO Box 110500
Juneau, AK 99811

Dear Commissioner Hanley:

I would like to express my support for the proposed change to 4AAC 52.130 (k) which adds fetal alcohol spectrum disorder to the list of health impairments that may render a student eligible for special education services the same as a child with other health impairments.

In addition I would like to support the proposed changes in 4AAC 06.065 (a) which replaces the term "secondary students" with the statement "students in grades nine through twelve". This change would clarify the requirement that districts develop an opportunity for students challenging courses in grades 9 through 12.

Thank you for your consideration.

Sincerely,

Richard Carlson
Interim Superintendent

Alaska Department of Education & Early Development
UCI 15 2015
Commissioner's Office
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item: 11D

ISSUE
The board is being asked to consider repealing regulations related to early literacy screening requirements.

BACKGROUND
- During the 2013 legislative session, the legislature appropriated funds to implement literacy screening assessments to students in kindergarten through third grade.

- The board followed up on that intent with the adoption of regulation 4 AAC 06.713.

- During the 2015 legislative session, the legislature removed funding for implementing literacy screening assessments. Therefore, the department recommends repealing the regulations requiring that districts conduct the screening assessments.

- Public comment indicates support for repealing the requirement and acknowledges that many districts were administering early literacy screening assessments prior to the regulatory requirement and that they plan to continue formative assessment practices related to early literacy skills.

- Behind this cover memo are: 1) the proposed regulations, 2) current regulations, and 3) public comment.

- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

OPTIONS
This is an information item. Action will take place under Agenda Item 13D.
4 AAC 06.713 is repealed:

**4 AAC 06.713. Early literacy screening.** Repealed. (Eff. 3/19/2014, Register 209; repealed__/__/____, Register, ___)

**Authority:**  AS 14.07.020    AS 14.07.060
4 AAC 06 is amended by adding a new section to read:

4 AAC 06.713. Early literacy screening. (a) As part of the comprehensive system of student assessments required under AS 14.07.020(b) and 4 AAC 06.710, each district shall administer an approved early literacy screening assessment tool at least once during each school year to

(1) all students in kindergarten, first, and second grades; and

(2) third-grade students identified as experiencing delays in attaining early literacy skills during the second grade.

(b) A district may use only an early literacy screening assessment tool that the department has approved to meet the requirements of this section. The department will maintain a list of approved early literacy screening assessment tools. An approved early literacy screening assessment tool must

(1) accurately identify students experiencing delays in attaining early literacy skills;

(2) be individually administered;

(3) have an administration format that permits testing at least three times per school year; and

(4) use either the two methods, as follows, to measure early literacy sub-skills and yield data:

(A) an early literacy screening assessment tool approved under this paragraph must

(i) measure the early literacy sub-skills of letter sound fluency, phoneme segmentation fluency and oral reading fluency; and
(ii) yield data that includes the number of words read correctly in one
minute;

(B) an early literacy screening assessment tool approved under this subparagraph
must

(i) measure the early literacy sub-skills of phonological awareness,
phonics, concepts of print, vocabulary, word structure, and writing; and

(ii) yield data reportable in Rasch units.

(c) Not later than July 15 of each year each district shall submit to the department
assessment data yielded by an administration of the district’s early literacy screening assessment
tool conducted between April 1 and May 30 of that year. The district shall submit assessment
data on a form prescribed by the department. Required data includes either

(1) letter sound fluency and phoneme segmentation fluency assessment data for
all students in kindergarten and oral reading fluency assessment data for all students in the first
and second-grade, and third-grade students identified under (a)(2) of this section; or

(2) Rasch unit scores for all students in kindergarten, first, and second grades and
third-grade students identified under (a)(2) of this section.

(d) Each district shall share the results of its early literacy screening assessment tool with
parents of students in kindergarten, first, and second grades and third-grade students, identified
under (a)(2) of this section. This data shall be shared

(1) once annually with all parents of students who undergo early literacy
screening; and

(2) twice annually with parents of students identified as experiencing delays in
attaining early literacy. (Eff. 3/19/2014, Register 209)

Authority: AS 14.07.020 AS 14.07.060
Dear Sir:

The early literacy exam is not required in state statute. AK DEED requires the test for data purposes. This test does nothing to teach the love of reading and reduces the money & time used to teach reading. Early literacy should be between parents and teachers, and should not involve bureaucrats in Juneau. Virtually all specialists condemn the practice of giving standardized tests to children younger than 8 or 9 years old. The early Literacy Exam needs to be repealed. It is a waster of taxpayer’s hard-earned dollars. Parents can monitor reading efforts of their own children.

Thank - you,

Jennifer Grimwood
parent
Cordova, Alaska
Name: Lisa Parady  
E-Mail: LParady@alaskaacsa.org  
Telephone: 907 586-9702  

I am commenting on: The department proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code dealing with early literacy assessments, including AAC 06.713, which is proposed to be repealed. The intended effect of this repeal is to no longer require school districts to administer early literacy assessments to students in kindergarten through third grade.  

My Comments: Members of the State Board of Education:

The Alaska Superintendents Association (ASA) is in favor of this regulation change for the repeal of the early literacy assessment. The majority of Districts will continue to administer formative and benchmark assessments to ensure that our students are progressing through the year and to make adjustments to instruction as necessary. This mandate was not necessary as the majority of districts had already been administering and utilizing the data from early literacy assessments. The grant award that was attached to pay for this assessment, did not cover the full cost of the MAP Assessment for the students covered by the regulation. The value of the grant award also did not include the additional labor cost burden placed to track and report the student’s results as required by the regulation. The removal of this regulation will not negatively impact or alter good, research-based practices from occurring in the public educational community.

Thank you for the opportunity to comment and thank you for your continued work to help all of our state’s children have a successful school experience.
Name:  Sean Dusek  
E-Mail:  sdusek@kpbsd.k12.ak.us  
Telephone:  907 714-8888  
I am commenting on:  4 AAC 06.713  
My Comments:  The Kenai Peninsula Borough School District supports the repeal of this regulation requiring districts to administer early literacy assessments in grades K-3. We believe that districts and schools should drive what assessments we use at the early learning level and have the option to make changes if we see other assessments to be more pedagogically appropriate for those grade levels in the future. In particular, the Kindergarten Developmental Reporting requirement lacks calibration training, is time consuming and does not provide useful data. KPBSD is accountable to our students and our communities. We have clear policy on implementing and reporting assessment results and feel this regulation is not necessary.
I am writing to concur with the following testimony by Dr. Haney. Thank You ED Gray.

I am writing to support of repealing 4 AAC 06.713.

In testimony before the House Finance Subcommittee on Education, Deputy Commissioner Les Morse indicated that this assessment was not mandated in either federal or state statute. The rationale given for this assessment was to provide data to an early childhood study group. That testimony is online at https://www.facebook.com/StopCommonCoreAK/videos/vb.162165770629108/516918775153804/?type=2&theater

Quite frankly, statewide assessments on the state dime for the purposes of some nebulous research group is quite troubling. During high fiscal times, perhaps the state can afford such luxuries, but times have changed. Undertaking activities for data is simply not an appropriate use of meager state dollars. Further, it seems that whatever this committee was doing has not been made available to the public. Who are these people who have access to this data? What were their findings?

Further, what are we giving an assessment to children under the age of 9? It has long been recognized that assessments on young children yield inconsistent results. The only purpose this assessment could possibly serve is to penalize late readers.

The assessment also stresses rather strange material. Asking a 4 year old about the spine of a book, the table of contents, and the front and the back are not really important to Pre-K reading. Rather, what is important is the ability to recite their ABCs, and perhaps recognize some letters, and for an advanced child maybe forming a few letters or knowing a few words. Developing a love of reading is what is important, and assessments simply do not develop that relationship.

Teachers and parents at the local level have a very clear idea on the reading fluency of their children. While the state can feign an interest, parents have the greatest real interest in this matter. Please repeal the regulation.

Thank You we are continuing to work on school issues and appreciate your help. Comments to the state are due tomorrow. Please let me know if you have any questions. Attached is a release about a letter we joined on co authoring.

I am writing to formally request that the Alaska School Board retain regulation 4-aac-06135. This regulation was put in place in the 1990s during the Hickel administration in response to events in the Anchorage School District. The events that led to this regulation are the same as Ferguson and MOA v. Citizens for Representative Governance et al (9/16/94), 880 P 2d 1058, those circumstances are well known to longtime Alaskans. At that time, group called Yes for Recall was able to successfully launch a campaign to recall several Anchorage School Board members who eventually lost their recall. A group spearheaded by Mr. Begich named Citizens for a Representative Government was formed to counter the recall. They were unsuccessful.

Once the costs of the recall and legal fees were passed onto ASD, a substantial share of the formula funds were spent on the circumstances surrounding the recall.

In an effort to protect formula funds, Deputy Commissioner Hole and Assistant Attorney General Marjorie L. Odland crafted 4-AAC-06135. The existing statute was in place at the time the regulation was written. I have attached both the memo related to DEED's crafting of this statute and Ferguson MOA to support this testimony.

This regulation has been in place for well over 23 years, and for at least 8 of those years APOC has been in existence. This regulation has successfully protected formula funds from being used for campaign costs.

Please retain 4-AAC-06135 and continue to protect formula funds.
Dear Members of the Alaska Board of Education and Early Development:

I am writing to support of repealing 4 AAC 06.713.

In testimony before the House Finance Subcommittee on Education, Deputy Commissioner Les Morse indicated that this assessment was not mandated in either federal or state statute. The rationale given for this assessment was to provide data to an early childhood study group. That testimony is online at https://www.facebook.com/StopCommonCoreAK/videos/vb.162165770629108/516918775153804/?type=2&theater

Quite frankly, statewide assessments on the state dime for the purposes of some nebulous research group is quite troubling. During high fiscal times, perhaps the state can afford such luxuries, but times have changed. Undertaking activities for data is simply not an appropriate use of meager state dollars. Further, it seems that whatever this committee was doing has not been made available to the public. Who are these people who have access to this data? What were their findings?

Further, what are we giving an assessment to children under the age of 9? It has long been recognized that assessments on young children yield inconsistent results. The only purpose this assessment could possibly serve is to penalize late readers.

The assessment also stresses rather strange material. Asking a 4 year old about the spine of a book, the table of contents, and the front and the back are not really important to Pre-K reading. Rather, what is important is the ability to recite their ABCs, and perhaps recognize some letters, and for an advanced child maybe forming a few letters or knowing a few words. Developing a love of reading is what is important, and assessments simply do not develop that relationship.

Teachers and parents at the local level have a very clear idea on the reading fluency of their children. While the state can feign an interest, parents have the greatest real interest in this matter. Please repeal the regulation.

Sincerely,

Barbara Haney, Ph.D
North Pole, Alaska
BarbaraHaney100@gmail.com
Name: Heather Fussell  
E-Mail: fussell@gci.net  
Telephone: 907 351-4629  
I am commenting on: 4 AAC 06.713  
My Comments: Where is the proof that increased testing improves outcomes? From what I’ve seen, all of this bureaucratic intrusion on education has had detrimental effect. I support the repeal.
Name: Taryn Luskleet
E-Mail: luskleets@hotmail.com
Telephone: 907 488-2942

I am commenting on: 4 AAC 06.713, the Early Literacy Exam in K-3rd grades My Comments: Good Morning, I ask that the Board repeal 4 AAC 06.713, as it is not required in state statute. I concur with the following statements from AACC and ask the Board to most seriously consider these reasons for repeal:

AK DEED requires the test for data purposes, and gives the committee to an "early literacy work group" per testimony by Deputy Director Morse before the House Education Finance Committee last February.
The primary vendor is the American Institute of Research, a company that develops adaptive tests and develops psychological profile exams. They presumably get the data as well as DEED.
This test does nothing to teach the love of reading and reduces the money & time used to teach reading. Having seen the content of some of these exams for Kindergarten children, it doesn't even seem to focus on what is important for reading.
There is no evidence that testing reading twice a year in Pre-K through grade 3 children actually promotes a high level of literacy.
Early literacy should be between parents and teachers, and should not involve bureaucrats in Juneau. If the test is needed for limited groups, it can be done in a district or class without a statewide mandate.
Virtually all specialists condemn the practice of giving standardized tests to children younger than 8 or 9 years old. There is broad agreement on this by scholars of a variety of perspectives in education research.
The test is used to punish late readers by identifying them as special needs when they are simply "late bloomer" or children who have a different rate of eye maturity.

This is a video of Les Morse on the Early Literacy Assessment. It takes Deputy Commissioner Morse a bit, but he finally admits that the Assessment is required by the Dept. of Ed for data purposes. This is before the House Finance (Education Subcommittee) with Rep. Gattis and Rep. Keller asking questions.

https://www.facebook.com/StopCommonCoreAK/videos/vb.162165770629108/516918775153804/?type=3&theater

Sincerely,
Taryn Luskleet
Name: Lyndell Goolsby  
E-Mail: riverwomansdaughter@yahoo.com  
Telephone: 907 883-8218  
I am commenting on: 4 AAC 06.713  
My Comments: I support the REPEAL of 4 AAC 06.713, the REGULATION that REQUIRES the Early Literacy Exam. This exam is REQUIRED by the Department of Education and Early Development to be administered twice a year in grades K-3. This test does nothing to teach the love of reading and in fact, reduces the money & time used to teach reading.  
There is no evidence that testing reading twice a year in Pre-K through grade 3 children actually promotes a high level of literacy. Early literacy should be between parents and teachers, and should not involve bureaucrats in Juneau. If the test is needed for limited groups, it can be done in a district or class without a statewide mandate.  
Virtually all specialists condemn the practice of giving standardized tests to children younger than 8 or 9 years old. There is broad agreement on this by scholars of a variety of perspectives in education research.  
The test is used to traumatize, stigmatize, and even punish late readers by identifying them as special needs when they are simply "late bloomer" or children who have a different rate of eye maturity.
Name: Holly Mothershead  
E-Mail: Hollymothershead@gmail.com  
Telephone: 907 631-8161  
I am commenting on: 4 AAC 06.713,

My Comments: This needs to be taken off the table to allow our youth to grow and develop in the manner in which they learn and I promise test do NOT help them learn. It only adds pressure too early in life.
Name: Christine Hutchison
E-Mail: designone@gci.net
Telephone: 907 252-7442
I am commenting on: 4 AAC 06.713
My Comments: This testing is not required by statute and is only a Tool used to identify, label and start a discriminatory Effort against children who need different level of attention and education skill that is more attentive To their needs. Not being able to categorize these Students into some Pre selected category causes educational staff to exercise Greater skills which would be hoped to qualify for Extra pay.
Name: Emil Demrovski
E-Mail: emil.natalie@gmail.com
Telephone: 907 570-4740
I am commenting on: 4 ACC 06.713

My Comments: Please REPEAL this regulation! Here are my reasons why I believe this regulation should be repealed:

It is not required in state statute. AK DEED requires the test for data purposes, and gives the committee to an "early literacy work group" per testimony by Deputy Director Morse before the House Education Finance Committee last February.
The primary vendor is the American Institute of Research, a company that develops adaptive tests and develops psychological profile exams. They presumably get the data as well as DEED.
This test does nothing to teach the love of reading and reduces the money & time used to teach reading. Having seen the content of some of these exams for Kindergarten children, it doesn't even seem to focus on what is important for reading.
There is no evidence that testing reading twice a year in Pre-K through grade 3 children actually promotes a high level of literacy.
Early literacy should be between parents and teachers, and should not involve bureaucrats in Juneau. If the test is needed for limited groups, it can be done in a district or class without a statewide mandate.
Virtually all specialists condemn the practice of giving standardized tests to children younger than 8 or 9 years old. There is broad agreement on this by scholars of a variety of perspectives in education research.
The test is used to punish late readers by identifying them as special needs when they are simply "late bloomer" or children who have a different rate of eye maturity.

Thank you!
From: shawn.sypeck@alaska.gov
Sent: Monday, October 26, 2015 2:32 PM
To: Sypeck, Shawn (EED)
Subject: Comments on Regs

Name: Natalie Demrovski
E-Mail: demrovskinatalie@gmail.com
Telephone: 907 570-2801
I am commenting on: 4 AAC 06.713
My Comments: Please REPEAL this regulation! Following, are my reasons why:

It is not required in state statute. AK DEED requires the test for data purposes, and gives the committee to an "early literacy work group" per testimony by Deputy Director Morse before the House Education Finance Committee last February.
The primary vendor is the American Institute of Research, a company that develops adaptive tests and develops psychological profile exams. They presumably get the data as well as DEED.
This test does nothing to teach the love of reading and reduces the money & time used to teach reading. Having seen the content of some of these exams for Kindergarten children, it doesn't even seem to focus on what is important for reading.
There is no evidence that testing reading twice a year in Pre-K through grade 3 children actually promotes a high level of literacy.
Early literacy should be between parents and teachers, and should not involve bureaucrats in Juneau. If the test is needed for limited groups, it can be done in a district or class without a statewide mandate.
Virtually all specialists condemn the practice of giving standardized tests to children younger than 8 or 9 years old. There is broad agreement on this by scholars of a variety of perspectives in education research.
The test is used to punish late readers by identifying them as special needs when they are simply "late bloomer" or children who have a different rate of eye maturity.

Thank you!!
Name: Danny France
E-Mail: mckennamarie@gmail.com
Telephone: 907 746-6974
I am commenting on: 4 AAC 06.713
My Comments: It is not required in state statute. AK DEED requires the test for data purposes, and gives the committee to an "early literacy work group" per testimony by Deputy Director Morse before the House Education Finance Committee last February.

The primary vendor is the American Institute of Research, a company that develops adaptive tests and develops psychological profile exams. They presumably get the data as well as DEED.

This test does nothing to teach the love of reading and reduces the money & time used to teach reading. Having seen the content of some of these exams for Kindergarten children, it doesn't even seem to focus on what is important for reading.

There is no evidence that testing reading twice a year in Pre-K through grade 3 children actually promotes a high level of literacy.

Early literacy should be between parents and teachers, and should not involve bureaucrats in Juneau. If the test is needed for limited groups, it can be done in a district or class without a statewide mandate.

Virtually all specialists condemn the practice of giving standardized tests to children younger than 8 or 9 years old. There is broad agreement on this by scholars of a variety of perspectives in education research.

The test is used to punish late readers by identifying them as special needs when they are simply "late bloomer" or children who have a different rate of eye maturity.
Sypeck, Shawn (EED)

From: shawn.sypeck@alaska.gov
Sent: Monday, October 26, 2015 8:47 AM
To: Sypeck, Shawn (EED)
Subject: Comments on Regs

Name: Tonia Gutting
E-Mail: tdand3@yahoo.com
Telephone: 360 870-7407

I am commenting on: REPEAL of 4 AAC 06.713 My Comments: Please repeal the regulation that requires the early literacy exam. Our children are being tested way too often. The tests expected of kindergartners is ridiculous. We can help them so much more by putting efforts (time and money) into teaching instead of testing.
Name: Karin Owens  
E-Mail: kowens@gci.net  
Telephone: 907 272-5773

I am commenting on: 4 AAC 06.713

My Comments: I strongly support the repeal of 4 AAC 06.713, which is an unnecessary burden with little or no value. Parents, as the primary educators of their children, should be the ones to choose which, if any, early literacy assessments are advisable for their children. Standardized mandatory assessments, especially at these early ages, do not reflect or appreciate the varying developmental differences among young children, nor are they particularly predictive of future success. Individual attention and interaction with parents and other teachers provide the surest means of accurate assessment and cultivation of children's literacy skills. Two of my children have taken this standardized test. The computerized format is a major drawback because my children do not use computers yet. The test did not tell me anything I did not already know about my children's abilities.
Name: Doug Weimann
E-Mail: Kasuun@yahoo.com
Telephone: 907 349-9441
I am commenting on: 4 AAC 06.713
My Comments: We are testing our kids to death. Enough. Please stop the K-3 literacy test and don’t stop there. Let teachers teach, not test. Thank you.
Name: Janina Broek  
E-Mail: Janinabroek@yahoo.com  
Telephone: 907 331-9728  
I am commenting on: 4AAC 06.713  
My Comments: I agree with the decision to no longer require literacy assessments in K-3rd grade. As a mother of 3 elementary students I have seen how much time our teachers have to spend assessing their students. How better it would be if the teachers had that time to teach our children!

I pulled my oldest out of public school and now homeschool him. And one of my primary reasons was the way reading is assessed in the lower grades. Because he could read sufficient amount of words during these timed assessments he was considered to be reading at an acceptable level. But there was no evaluation of his comprehension - which was, in my opinion, not at an acceptable level for his age. Learning phonics and comprehension skills is what our teachers and students need to spending their time doing - not reading assessments.
Name: Kim Weimann
E-Mail: kasuun@yahoo.com
Telephone: 907 349-9444
I am commenting on: 4 AAC 06.713
My Comments: 4 AAC 06.713

As a kindergarten teacher we are required to assess kids continuously. Our report cards require us to assess each child individually to find where they are so we can grade them accordingly. We are then required to give the AimsWeb testing 3 times per year on top of the other assessing. By spring we are giving them 8 timed 1 minute tests per child on top of assessing them for their report card grades.

The amount of assessing we are required to do throughout the year takes away an average of a month of actual teaching time. This time could be spent actually teaching the kids what they should know instead of assessing what we already know. Meaning, working with our children on a daily basis, we know where they are academically. We don't need to assess them every week to know where their holes are.

There is too much testing/assessing going on that takes away from our ability to just teach our kids. I feel kids are getting assessed way too much and are hating all this assessing. As teachers we already know what we need to do to fill in those gaps without having to do all the extra assessments to guide us.
I am writing in support of the repeal of 4 AAC 06.713, the regulation that requires the Early Literacy Exam. Please do what is right by our children. This exam does nothing to improve reading skills and is simply another form of data collection. Thank you.

-Tinei
Name: Nancy J Messinger
E-Mail: oahu_girl_3@hotmail.com
Telephone: 907 373-5778
I am commenting on: 4 AAC 06.713
My Comments: I think that it is an unrealistic expectation to enforce early literacy by testing for literacy levels in children kindergarten-third grade. Especially for kindergarten & first grade. It puts undo pressure on the child & the parents to attain a level of proficiency that is not a reasonable goal. I also think the results are false because a child that may be "behind" peers at that point is perfectly capable of catching up. all things being equal.
Name: Naomi Norback  
E-Mail: naominorback@gmail.com  
Telephone: 907 523-3287  
I am commenting on: 4AAC 06.713  
My Comments: When it comes to standardized testing less is more. These children are too young and more testing takes away time that could be used for instruction.
Name: Michele Deering  
E-Mail: dmdeering@ideafamilies.org  
Telephone: 907 258-0386  
I am commenting on: 4 AAC 06.713

My Comments: We strongly support the repeal of 4 AAC 06.713, which is an unnecessary burden with little or no value. Parents, as the primary educators of their children, should be the ones to choose which, if any, early literacy assessments are advisable for their children. Standardized mandatory assessments, especially at these early ages, do not reflect or appreciate the varying developmental differences among young children, nor are they particularly predictive of future success. Individual attention and interaction with parents and other teachers provide the surest means of accurate assessment and cultivation of children's literary skills.
Name: Lisa Idell Sassi
E-Mail: lidellsassi@gmail.com
Telephone: 907 209-0240
I am commenting on: 4 AAC 06.713
My Comments: I do not support early literacy testing.
Name: Jen Syzdek
E-Mail: jen@syzdek.ent
Telephone: 218 839-5366
I am commenting on: 4 AAC 06.713
My Comments: We strongly support the repeal of 4 AAC 06.713, which is an unnecessary burden with little or no value. Parents, as the primary educators of their children, should be the ones to choose which, if any, early literacy assessments are advisable for their children. Standardized mandatory assessments, especially at these early ages, do not reflect or appreciate the varying developmental differences among young children, nor are they particularly predictive of future success. Individual attention and interaction with parents and other teachers provide the surest means of accurate assessment and cultivation of children's literary skills.
Name: Maria Sergeeva  
E-Mail: etomaria@gmail.com  
Telephone: 907 333-8459  
I am commenting on: 4 AAC 06.713  
My Comments: Hello!

Please do repeal 4 AAC 06.713. We consider such a repeal necessary based on the following: it is ineffective at increasing literacy, which is its proposed end, it is therefore unnecessary, it undertakes to make decisions that the parents, who are the educators for these children and therefore the only ones equipped to make decisions as to whether and which assessments are helpful or necessary, it is a burden on a family, especially when lessons are interrupted for multiple children to accommodate the assessment schedule, and finally, it is useless at its core, assuming that it can somehow gauge all the nuances and natural deviations that occur in children of this particular age. Children, even if you exclusively refer to those who are getting an ideal education for their age, are all going to be at hugely different levels at this age. Any assessment which undertakes to measure their abilities will surely be approximate at best, but certainly should not be relied upon as a benchmark. When this happens, the undesired effect is harming of those efforts which, left alone and given time, especially under parents' watchful and loving eyes, will result in the levels (or quite probably surpass them) of literacy being screened for at the proper time for the individual children being discussed.

Thank you,  
Maxim Sergeev and Maria Sergeeva
Name: Alyssa Kleissler
E-Mail: dancinak@gmail.com
Telephone: 907 424-3632
I am commenting on: 4AAC 06.713
My Comments: Please repeal this statute requiring the early literacy exam for grades K-3. Our children do not need more tests! They need more time developing at their own pace under the guidance of their highly trained teachers and parents. These tests will serve no one except for the company designing them. Keep corporate America out of our Alaskan schools and stop striving to label our children pinning them as "so & so" from an early age on. Spend more time instead on developing programs that inspire our children to read and learn.

Thank you for your attention.
Name: Evensong Goins
E-Mail: subarusong@yahoo.com
Telephone: 907 444-6839

I am commenting on: 4 AAC 06.713

My Comments: I am in full agreement with this repeal. I believe that assessing children in this age bracket is unreliable at best. It does not give an accurate picture of where they are in their studies. Students in this age bracket can fluctuate very quickly in their abilities and it may cause undue stress.
Name: Candice Kuck
E-Mail: ckuck82@gmail.com
Telephone: 907 987-0208
I am commenting on: 4 AAC 06.713
My Comments: Repeal it!
It does not help a child in any way.
My son was very confused after being forced to test.
Let kids learn to read and enjoy it. Quit testing them at every turn.
Name: Susan Lannett
E-Mail: tdoggus@gci.net
Telephone: 907 490-6929
I am commenting on: 4 AAC 06.713
My Comments: It is not required in state statute. AK DEED requires the test for data purposes, and gives the committee to an "early literacy work group" per testimony by Deputy Director Morse before the House Education Finance Committee last February.

The primary vendor is the American Institute of Research, a company that develops adaptive tests and develops psychological profile exams. They presumably get the data as well as DEED.

This test does nothing to teach the love of reading and reduces the money & time used to teach reading. Having seen the content of some of these exams for Kindergarten children, it doesn't even seem to focus on what is important for reading.

There is no evidence that testing reading twice a year in Pre-K through grade 3 children actually promotes a high level of literacy.

Early literacy should be between parents and teachers, and should not involve bureaucrats in Juneau. If the test is needed for limited groups, it can be done in a district or class without a statewide mandate.

Virtually all specialists condemn the practice of giving standardized tests to children younger than 8 or 9 years old. There is broad agreement on this by scholars of a variety of perspectives in education research.

Plus, I have a late reader. Why do I or she need a test to tell us she is behind? She knows she struggles, I know she struggles and her contact teacher knows she struggles. And when she comes out of the test crying, I think she feels it is a form of punishment and not a help. How does this help with her reading? I don't think it does.

Thank you for your time.
Name: Marleen Moffitt  
E-Mail: mkmoffitt@gci.net  
Telephone: 907 424-3210  
I am commenting on: 4 AAC 06.713  
My Comments: I support the repeal of this regulation. I have taught kindergarten in the state of Alaska for 29 years and the testing required the last few years has produced only negative results in my professional opinion. We need to stop wasting time and money and focusing on test scores and instead go back to the time when we focused on children and their developmental needs.
Name: Chrisi Mannino
E-Mail: chrisdarius.home@gmail.com
Telephone: 907 736-2262
I am commenting on: 4 AAC 06.713
My Comments: I am in favor of repealing this legislation. I do not think testing K-3 grade students for early literacy is in their best interest. Increased focus on early reading instruction does not actually lead to improved results in academic performance in the upper grades. I am especially concerned about this in kindergarten. Kindergarteners should not be required to learn to read or perform math skills. Kindergarten should be a time of gentle introduction to letters and numbers, and most importantly a time to learn through play-based learning and a time to learn socialization skills and the ability to play with their peers. First grade is the time to start to introduce students to reading and math, and many academically gifted students do not learn to read until 8 or 9 years old. Please talk to any veteran or retired kindergarten teacher to learn more about the detrimental effects of increasing academic requirements in kindergarten. Here is a link to an article in the widely respected magazine The Atlantic Monthly:

Please repeal this legislation that requires literacy testing for K-3 graders.
Thank you,
Chrisi Mannino
Tenakee Springs, AK
Name: Randi Liller
E-Mail: Randi_liller@hotmail.com
Telephone: 907 677-2069
I am commenting on: 4 AAC 06.713
My Comments: Repeal
Name: Lori Berrigan  
E-Mail: berriganak@gmail.com  
Telephone: 907 315-4030  
I am commenting on: 4 AAC 06.713  
My Comments: I encourage you to repeal the early literacy assessments for grades K-3 as these are harmful for children.
Name: Nicole Johnson  
E-Mail: njohnson49@gmail.com  
Telephone: 907 821-8920

I am commenting on: 4 AAC 06.713

My Comments: The requirement that students be tested early in elementary is something that our society needs to think about. Do we really believe that endless testing creates a benefit for the student? I have found that this early testing creates unnecessary anxiety for my children. In addition this testing seems to be exclusively performed on computers. As a family that believes that young children do not belong plugged into tablets and computers this causes an additional performance expectation that we don't feel is appropriate for kids of this age. Obviously there is a benefit to seeing how students perform but at the younger ages this needs to be done in a more gentle and hands on approach. When did we forget that children can learn without check boxes and exams? I hope you will seriously consider repealing this requirement or at least making the testing optional. Evaluation should be a tool we use at times not a hammer we hit every kid with. We need to realize that at this age developing a love of learning is more important than evaluating each student until they think school is nothing but a string of monotonous tests.
Name: Ann Ward  
E-Mail: awardalaska@yahoo.com  
Telephone: 907 488-1453  
I am commenting on: 4 AAC 06.713  
My Comments: Yes, repeal this regulation. I am a former Elementary teacher and I have found a wide discrepancy in literary skills in early childhood education. Literary skills change quickly and usually children who may have tested low "catch up" with their peers by the time they are in middle elementary anyway. It seems maturity plays some role along with formal learning. Sure there are those that will continue to test lower than their peers throughout elementary school (and secondary school for that matter), but for the majority, let's not put undue pressure on young children, teachers, and schools, not to mention the cost, of administering literary assessments that may be unnecessary anyway at this early age of development.
Name: Abby Hall
E-Mail: teamhall907@gmail.com
Telephone: 907 690-1114
I am commenting on: 4 AA C06.713

My Comments: I am a home educator and have been required by the IDEA program to have my K-3rd graders screened. Having personally educated my 3 kids I have learned that reading development is very individualized based on the students development. While I can see the benefit of a literacy screening, and have utilized the results myself, I don't think this should be required. I would like to see it be voluntary.
From: shawn.sypeck@alaska.gov
Sent: Thursday, October 15, 2015 11:04 AM
To: Sypeck, Shawn (EED)
Subject: Comments on Regs

Name: Wendy Tuttle
E-Mail: breezybest@yahoo.com
Telephone: 907 306-9583

I am commenting on: 4 AAC 06.713
My Comments: I agree that you should repeal 4 AAC 06.713 to no longer require school districts to administer early literacy assessments to students in kindergarten through third grade. There is already far too much testing in schools. The teachers are trained to recognize when a child is struggling or delayed and they should be able to implement strategies to help the students who are having trouble while keeping the ones who are doing well on track. Have more confidence in our teachers! Tests don't accurately portray knowledge or success, daily work does.
Name: Cara Demlow
E-Mail: jcdemlow@ideafamilies.org
Telephone: 218 779-2675
I am commenting on: https://education.alaska.gov/regs/comment/4AAC_06.713.pdf
My Comments: I full-heartedly support the decision to not have the STAR test mandatory. Available, but not mandatory. I do not support a mandatory literacy screening test. It is unnecessary, and jeopardizes families' free will in guiding how their children progress.
Name: Laural Jackson  
E-Mail: ljackson@dgsd.us  
Telephone: 907 895-4657  
I am commenting on: 4AAC06.713

My Comments: I strongly support the effort to reduce the amount of required state assessments be repealing the early literacy assessments for K-3. First, students in the early elementary grades grow and change at such varying rates that we know standardized testing is questionable to begin with. Second, unless the state is really going to use this data for some clearly defined purpose, it seems to be collecting data for the purpose of collecting data. It takes student time away from instruction and requires in additional administrative time to submit all of these reports.

We do assess our K-3 students internally for the purpose of improving our instruction; however, if the data is not used beyond that then it is best left to the local districts to determine what instruments and how often they would be administered. This way they can meet their local needs.

Thank you for allowing me to comment.
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

Agenda Item: 11E

 ISSUE
The board is being asked to approve regulations related to teacher certification.

 BACKGROUND
- The proposed regulations include changes related to four general categories: recommendations of the Educator Certification Advisory Committee, implementation of House Bill 44, regulations needing increased clarity, and regulations requiring technical changes.

- The proposed regulations address recommendations of the Educator Certification Advisory Committee.
  - During the 2014-2015 school year, the department convened a 13-member Educator Certification Advisory Committee for the purpose of making recommendations to the board for increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
  - Based on feedback from the Committee, the department’s recommendations to the board were as follows:
    - Continue using the current passing scores for the legacy content area exams; increase rigor as new exams are adopted;
    - Require a subject or content area exam for each endorsement area on a teacher certificate;
    - Allow teachers to add endorsements based on passing content area exams (excluding Reading, Elementary and Special Education) and career and technical education professional certifications;
    - Require individuals applying for Student Teacher Authorization to have passing scores on an approved basic competency exam;
    - Expand the approved list of basic competency exams to include the SAT and ACT.

- The proposed regulations address numbers 1, 2, 3, and 5 above.

- The proposed regulations address new requirements of House Bill 44 related to teacher certification. Beginning June 30, 2017, applicants who apply for or renew their certification under AS 14.20.020 must, prior to application, have completed training in the following:
  - Alcohol and drug related disabilities as required under AS 14.20.680;
  - Sexual abuse and sexual assault awareness and prevention as required under AS 14.30.355;
• Dating violence and abuse awareness and prevention as required under AS 14.30.356; and
• Suicide prevention required as required under AS 14.30.362.

• The proposed regulations address areas that needed additional clarification. The areas of clarification include the following:
  o The number of fingerprint cards to include with an application;
  o The fee for the removal of a special education endorsement; and
  o Highly qualified requirements for elementary content specialist and middle school teachers.

• The proposed regulations also address areas needing technical changes. These technical changes include the following:
  o Consolidation of the content areas exam information into one section;
  o Reorganization of requirements for teacher, administrator, and special service provider certification to increase clarity;
  o Removal of regulations that are no longer in use, including:
    ▪ Alaska Teacher Performance Review;
    ▪ Language used to transition from previous teacher certification structure to our tiered licensure system; and
  o Adoption of the Council for the Accreditation of Educator Preparation (CAEP) standards for educator preparation programs.

• Behind this cover memo are: 1) the proposed regulations and 2) public comment.

• Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Education Administrator of Teacher Certification, will be present to brief the board.

♦ OPTIONS
This is an information item. Action will take place under Agenda Item 13E.
4 AAC 04.210(b)(4) is amended to read:

(4) meets the objective uniform standard set out in 4 AAC 04.212(a) for a highly qualified elementary school teacher, if applicable; [OR]

4 AAC 04.210(b)(5) is amended to read:

(5) has achieved the required score or higher on one of the Praxis II examinations described in 4 AAC 12.407(a); or [IN THE FOLLOWING TABLE:

<table>
<thead>
<tr>
<th>PRAXIS II EXAMINATION</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY EDUCATION CONTENT KNOWLEDGE - 5014 OR 0014</td>
<td>143</td>
</tr>
<tr>
<td>ELEMENTARY EDUCATION: CURRICULUM, INSTRUCTION, AND ASSESSMENT - 5011 OR 0011</td>
<td>156</td>
</tr>
<tr>
<td>MULTIPLE SUBJECT ASSESSMENTS FOR TEACHERS CONTENT KNOWLEDGE - 0140 (NOT OFFERED BY TEST PUBLISHER AFTER JUNE 30, 2005)</td>
<td>146</td>
</tr>
</tbody>
</table>

4 AAC 04.210(b) is amended by adding a new subsection to read:

(6) if the elementary teacher is a subject area specialist, has gained highly qualified status as an elementary teacher or as a middle or high school teacher in the subject area.
4 AAC 04.210(c)(1) is amended to read:

(c) Except as provided in (e) and (f) of this section, a middle school teacher who holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and who has

(1) achieved the required score [A SCORE OF 140] or higher on one of the [THE] Praxis II examinations [EXAMINATION] described in 4 AAC 12.407(b) [FOR MIDDLE SCHOOL CONTENT KNOWLEDGE] is highly qualified to teach

(A) sixth grade; and

(B) seventh and eighth grades, if the teacher teaches three or more [EACH] of the core academic subjects of English, reading or language arts, mathematics, science, and history in one or both of those grades at the middle school; or

4 AAC 04.210(d)(6) is amended to read:

(6) if a middle school teacher, has achieved the required score or higher on a Praxis II examination for that subject described in 4 AAC 12.407(c); [THE FOLLOWING TABLE:

<table>
<thead>
<tr>
<th>PRAXIS II EXAMINATION</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - 5049 OR 0049</td>
<td>154</td>
</tr>
<tr>
<td>MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - 5047</td>
<td>164</td>
</tr>
<tr>
<td>MIDDLE SCHOOL MATHEMATICS - 0069</td>
<td>145</td>
</tr>
</tbody>
</table>
4 AAC 04.210(d)(7) is amended to read:

(7) if a middle or high school teacher, has achieved the required score or higher on a Praxis II examination for that subject described in 4 AAC 12.407(d); [THE FOLLOWING TABLE:]

<table>
<thead>
<tr>
<th>PRAXIS II EXAMINATION</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART CONTENT KNOWLEDGE - 0133</td>
<td>155</td>
</tr>
<tr>
<td>ART CONTENT KNOWLEDGE - 5134 OR 0134</td>
<td>158</td>
</tr>
<tr>
<td>BIOLOGY CONTENT KNOWLEDGE - 5235 OR 0235</td>
<td>144</td>
</tr>
<tr>
<td>CHEMISTRY CONTENT KNOWLEDGE - 5245 OR 0245</td>
<td>139</td>
</tr>
<tr>
<td>EARTH AND SPACE SCIENCE CONTENT KNOWLEDGE - 5571 OR 0571</td>
<td>144</td>
</tr>
<tr>
<td>ECONOMICS - 0910</td>
<td>460</td>
</tr>
<tr>
<td>Course Description</td>
<td>Code</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>ECONOMICS - 5911 OR 0911</td>
<td>150</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT</td>
<td>158</td>
</tr>
<tr>
<td>KNOWLEDGE - 5041 OR 0041</td>
<td></td>
</tr>
<tr>
<td>ENGLISH: CONTENT KNOWLEDGE - 5038</td>
<td>167</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS - 5039</td>
<td>168</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT AND</td>
<td>166</td>
</tr>
<tr>
<td>ANALYSIS - 5044 OR 0044</td>
<td></td>
</tr>
<tr>
<td>FRENCH CONTENT KNOWLEDGE - 0173</td>
<td>160</td>
</tr>
<tr>
<td>FRENCH WORLD LANGUAGE - 5174</td>
<td>162</td>
</tr>
<tr>
<td>GENERAL SCIENCE: CONTENT KNOWLEDGE - 5435 OR 0435</td>
<td>146</td>
</tr>
<tr>
<td>GENERAL SCIENCE: CONTENT KNOWLEDGE, PART 1 - 0431 AND PART 2</td>
<td>PART 1: 146</td>
</tr>
<tr>
<td>- 0432</td>
<td>PART 2: 144</td>
</tr>
<tr>
<td>GEOGRAPHY - 0920</td>
<td>590</td>
</tr>
<tr>
<td>GEOGRAPHY - 5921 OR 0921</td>
<td>149</td>
</tr>
<tr>
<td>GERMAN CONTENT KNOWLEDGE - 0181</td>
<td>158</td>
</tr>
<tr>
<td>GERMAN WORLD LANGUAGE - 5183</td>
<td>163</td>
</tr>
<tr>
<td>GOVERNMENT/POLITICAL SCIENCE - 0930</td>
<td>610</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>GOVERNMENT/POLITICAL SCIENCE - 5931 OR 0931</td>
<td>149</td>
</tr>
<tr>
<td>MATHEMATICS CONTENT KNOWLEDGE - 5061 OR 0061</td>
<td>121</td>
</tr>
<tr>
<td>MATHEMATICS CONTENT KNOWLEDGE - 5161</td>
<td>160</td>
</tr>
<tr>
<td>MUSICAL CONTENT KNOWLEDGE - 5113 OR 0113</td>
<td>154</td>
</tr>
<tr>
<td>PHYSICAL SCIENCE CONTENT KNOWLEDGE - 0481</td>
<td>145</td>
</tr>
<tr>
<td>PHYSICS CONTENT KNOWLEDGE - 5265 OR 0265</td>
<td>127</td>
</tr>
<tr>
<td>SOCIAL STUDIES CONTENT KNOWLEDGE - 5081 OR 0081</td>
<td>152</td>
</tr>
<tr>
<td>SPANISH CONTENT KNOWLEDGE - 0191</td>
<td>152</td>
</tr>
<tr>
<td>SPANISH WORLD LANGUAGE - 5195</td>
<td>168</td>
</tr>
<tr>
<td>SPEECH COMMUNICATION - 0220</td>
<td>560</td>
</tr>
<tr>
<td>SPEECH COMMUNICATION - 5221 OR 0221</td>
<td>146</td>
</tr>
<tr>
<td>THEATRE - 0640</td>
<td>560</td>
</tr>
<tr>
<td>THEATRE - 5641 OR 0641</td>
<td>127</td>
</tr>
</tbody>
</table>
4 AAC 04.210(d)(8) is amended to read:

(8) if a middle or high school teacher, has achieved **the required scores or higher** [A SCORE OF ADVANCED MID-LEVEL OR HIGHER] on the American Council on the Teaching of Foreign Languages [WRITTEN PROFICIENCY TEST] **examinations described in 4 AAC 12.407(e)** [EXAMINATION AND A SCORE OF ADVANCED LOW-LEVEL OR HIGHER ON THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES ORAL PROFICIENCY REVIEW EXAMINATION,] for the **world** language on which the teacher was examined[; IF AN AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES EXAMINATION IS OFFERED ONLY IN WRITTEN PROFICIENCY TEST FORM OR ONLY IN ORAL PROFICIENCY REVIEW FORM, AND IF AN ALTERNATE EXAMINATION IS NOT AVAILABLE FOR THE SAME LANGUAGE UNDER (7) OF THIS SUBSECTION], the teacher will be considered highly qualified [IF THE TEACHER HAS ACHIEVED THE SCORE SET OUT IN THIS PARAGRAPH FOR THE TEST THAT IS AVAILABLE];

4 AAC 12.300(b)(4) is amended to read:

(4) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on a person from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179; am 6/7/2015, Register 214; am ___/___/____, Register ___)


AS 14.20.010

4 AAC 12.305(a) is amended to read:

(a) Except as provided in AS 14.20, the department will issue an initial teacher certificate, valid for up to three years under (d) of this section, to an applicant who

(1) has satisfied a baccalaureate degree requirement under AS 14.20 [AS 14.20.020];
(2) for purposes of competency examination requirements under AS [14.20.015, 14.20.017,] 14.20.020[,] or 14.20.022, meets or exceeds the qualifying scores for this state on one of the competency examinations designated in 4 AAC 12.310;

(3) has met or will meet within two years the requirements of AS 14.20.020(h);

[AND]

(4) meets the certification requirements of AS 14.20.015, 14.20.017, 14.20.020, or 14.20.022;

(5) if the applicant seeks to qualify for certification under AS 14.20.020 or 14.20.022, provides

(A) a recommendation or proof of program enrollment from an approved preparation program accepted under 4 AAC 12.307(a); and

(B) scores, for each endorsement area listed on the recommendation or proof of program enrollment in section (A), that meet or exceed the required score on a content area examination for any endorsement area designated in 4 AAC 12.407 or each equivalent content area examination required by a certifying state agency for an endorsement on a comparable certificate held by the applicant.

(6) if the applicant has completed an approved program accepted under 4 AAC 12.307(a)(2), provides evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located; and
(7) if the applicant seeks to qualify for certification under AS 14.20.020, has met the requirements of 4 AAC 12.397(a).

4 AAC 12.305(b)(2)(B) is amended to read:

(B) a [PRAXIS II] content area examination for any requested endorsement area designated in 4 AAC 12.407 by meeting or exceeding the required score [ATTAINING THE SCORE SET OUT FOR THE APPROPRIATE EXAMINATION UNDER 4 AAC 04.210 OR (J) OF THIS SECTION], or each [AN] equivalent content area examination required by a certifying state agency for a comparable endorsement held by the applicant [DESIGNATED BY THE DEPARTMENT];

4 AAC 12.305(b)(6) is amended to read:

(6) earned at least six semester hours of college credit within the five years immediately preceding application; [AND]

4 AAC 12.305(b)(7) is amended to read:

(7) [HAS] had at least two years of employment as a teacher while holding a valid teacher certificate issued by a state[.] and

4 AAC 12.305(b) is amended by adding a new paragraph to read:

(8) met the requirements of 4 AAC 12.397(a).
4 AAC 12.305(c) is amended to read:

    (c) The department will issue a master teacher certificate, valid for 10 years, to an
applicant who has met

    (1) the requirements of (a) and (b) of this section for a professional teacher
certificate; [AND]

    (2) one of the following requirements:

        (A) national board certification from the National Board for Professional
        Teaching Standards; or

        (B) master certification from a recognized national certification program
        as approved by the department; and

        [(C) THE SCORE REQUIRED IN 4 AAC 12.320(F) ON EACH OF
        TWO PERFORMANCE REVIEWS.]

    (3) the requirements of 4 AAC 12.397(a).

4 AAC 12.305(g) is amended to read:

    (g) A teacher who has not met the qualifications for a professional teacher certificate
under (b) of this section when the teacher's initial teacher certificate expires under (d) of this
section may no longer be employed as a teacher, except that a person who

    [(1)] has not met the experience requirement of (b)(7) of this section may reapply
for an initial certificate; OR

    (2) A PERSON WHO HAS PREVIOUSLY FAILED TO QUALIFY UNDER
(B)(2)(B) OF THIS SECTION AFTER THE PERIOD OF INITIAL CERTIFICATION UNDER
(A) OF THIS SECTION MAY MAKE ONE MORE APPLICATION FOR AN INITIAL
TEACHER CERTIFICATE UNDER (A) OF THIS SECTION].

4 AAC 12.305(h) is repealed:

(h) Repealed ___/___/____/.

4 AAC 12.305(j) is repealed:

(j) Repealed ___/___/____/. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175;
am 8/15/2008, Register 187; am 10/31/2008, Register 188; am 9/17/2011, Register 199; am
9/7/2012, Register 203; am 6/27/2014, Register 210; am ___/___/____, Register ___)
Authority: AS 14.07.060 AS 14.20.020

4 AAC 12.307 is amended by adding a new subsection to read:

(c) Applicants for certification who have completed an approved program accepted
under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the
certifying state agency with jurisdiction over the program or an assurance by the certifying state
agency or preparing institution that all requirements, including testing required by the
jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the
comparable certification in the state where the preparing institution is located. (Eff. 9/7/2012,
Register 203; am ___/___/____, Register ___)
AS 14.20.010
4 AAC 12.308(b) is amended to read:

(b) For educator preparation programs for which the National Council for Accreditation of Teacher Education or the Council for the Accreditation of Educator Preparation (CAEP) sets standards, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the Professional Standards for the Accreditation of Teacher Preparation Institutions, published by the National Council for Accreditation of Teacher Education, revised as of February 2008, and adopted by reference or the CAEP Accreditation Standards, published by the Council for the Accreditation of Educator Preparation, amended as of February 2015, and adopted by reference. For a special services preparation program, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the following:

(1) in school psychology, the

(A) Standards for Training and Field Placement Programs in School Psychology, published by the National Association of School Psychologists, dated July 15, 2000, and adopted by reference; or

(B) Guidelines and Principles for Accreditation of Programs in Professional Psychology, published by the American Psychological Association, revised as of January 2009, and adopted by reference;

(2) in school counseling, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards, published by the Council for the Accreditation of Counseling and Related Educational Programs, 2009, and adopted by reference;
(3) in school social work, the *Educational Policy and Accreditation Standards*, published by Council on Social Work Education, revised as of March 27, 2010, and adopted by reference;

(4) in school library science, the *Standards for Accreditation of Master's Programs in Library and Information Studies*, published by the American Library Association, dated January 15, 2008, and adopted by reference. (Eff. 9/7/2012, Register 203; am 12/27/2012, Register 204; am ___/___/____, Register ___)

**Authority:**


AS 14.20.010  AS 14.20.022  AS 14.20.630

4 AAC 12.310(d)(8) is amended to read:

(8) the Oklahoma General Education Test with a total test score of 240 or more as a qualifying score, and additionally with qualifying scores of a passing score on each of the general studies and liberal arts and sciences tests;

4 AAC 12.310(d) is amended by adding new paragraphs to read:

(9) the National Evaluation Series (NES) Essential Academic Skills with a qualifying score of 220 on each of the reading, writing, and mathematics subtests;

(10) the SAT with qualifying scores of

(A) reading: 500

(B) mathematics: 515

(C) writing: 490;

(11) the ACT with qualifying scores of
(A) reading: 22

(B) mathematics: 22

(C) writing: 8. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am 6/27/2014, Register 210; am ___/___/____, Register ____)


AS 14.20.010

4 AAC 12.315 is repealed:

4 AAC 12.315. Teachers holding regular or advanced Type A certificates on September 29, 2005. Repealed. (Eff. 9/29/2005, Register 175; repealed ___/___/____, Register ____)

4 AAC 12.320 is repealed:


4 AAC 12.330(d) is repealed:

(d) Repealed ___/___/____.

4 AAC 12.330(e) is repealed:
4 AAC 12.345(a)(2) is amended to read:

(2) has completed a school administration program accepted by the commissioner under 4 AAC 12.307, or for the special education administrator endorsement a special education administration program accepted by the commissioner under 4 AAC 12.307; and

4 AAC 12.345(a) is amended by adding a new paragraph to read:

(3) has met the requirements of 4 AAC 12.397(a).

4 AAC 12.345 is amended by adding new subsections to read:

(h) The department will endorse an administrative certificate in one or more development levels, content areas, or specialty areas applicable to the type of certificate, if the recommendation from the preparing institution required under (a) of this section verifies the applicant's completion of an approved educational program in the level or area for which endorsement is sought. The program must meet the program requirements set out in 4 AAC 12.307(a);

(i) Applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the
certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 9/29/2005, Register 175; am 8/31/2008, Register 187; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am ___/___/____, Register ____)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.30.255

4 AAC 12.346(a) is amended to read:

(a) The department will issue a limited administrative certificate (Type B limited) with a superintendent endorsement, valid for one year if

(1) the applicant has demonstrated administrative expertise and has the educational background, as described in (b) of this section;

(2) the school board for the district in which the applicant will be employed, through its school board president, has requested issuance of a limited administrative certificate for the applicant under this section;

(3) the school board for the district in which the applicant will be employed has provided an experienced mentor for at least the first two years of the applicant's employment with the school district as the superintendent; the mentor must hold or have held the position of superintendent in a school district in this state under a valid certificate;

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; [AND]

(5) the applicant submits to the department
(A) one completed fingerprint card, with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; [AND]

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; and

(C) the fee for the issuance of a teacher certificate as established in 4 AAC 12.300(g); and

(6) the applicant has met the requirements of 4 AAC 12.397(a). (Eff. 7/1/2015, Register 215; am ___/___/____, Register ___)


4 AAC 12.347 is amended by adding new subsections to read:

(g) The department will endorse a special education administrative certificate in one or more development levels, content areas, or specialty areas applicable to the type of certificate, if the recommendation from the preparing institution required in (a) of this section verifies the applicant's completion of an approved educational program in the level or area for which endorsement is sought. The program must meet the requirements set out in 4 AAC 12.307(a);

(h) Unless otherwise specified, applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over
the program or an assurance by the certifying state agency or preparing institution that all
requirements, including testing required by the jurisdiction, have been satisfied by the applicant
and that the applicant is eligible to gain the comparable certification in the state where the
preparing institution is located. (Eff. 8/31/2008, Register 187; am 9/17/2011, Register 199; am
9/7/2012, Register 203; am ___/___/____, Register ____)


4 AAC 12.355(a) is amended to read:

(a) The department will issue a special services certificate (Type C), valid for five years,
to an applicant who has completed a program in a special service area, has a bachelor's or higher
degree, [AND] is recommended by the preparing institution, and has met the requirements of 4
AAC 12.397(a).

4AAC 12.355(d) is repealed:

(d) Repealed __/__/____.

4 AAC 12.355 is amended by adding new subsections to read:

(i) The department will endorse a special services certificate (Type C) in one or more
development levels or specialty areas if the recommendation from the applicant's approved
educator preparation program verifies the applicant's completion of an approved educational or
special service program in the level or area for which endorsement is sought; for the purposes of
this paragraph, to be an approved educational program, the program must meet the requirements
set out in 4 AAC 12.307(a).
(j) Unless otherwise specified, applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located.

(k) For the "school psychology" endorsement, the applicant must

(1) hold a master's or higher degree in school psychology and be recommended for endorsement by an institution whose psychology program has been approved by the National Council for Accreditation of Teacher Education, the National Association of State Directors of Teacher Education and Certification, the National Association of School Psychologists, or the American Psychological Association, and have completed a 1,200-hour internship in school psychology, 600 hours of which must be completed on site in preschool or kindergarten - grade 12 programs; or

(2) hold a master's or higher degree in a related field and be a nationally certified school psychologist under the National School Psychologist Certification System established by the National Association of School Psychologists.

(l) For the "speech," "language," or "hearing" endorsement, the applicant must

(1) either

(A) hold a master's or higher degree with major emphasis in speech-language pathology, audiology, or speech-language and hearing science; or
(B) possess certification of clinical competence from the American
Speech-Language-Hearing Association; and

(2) be recommended for the endorsement by an institution whose program has
been accredited by the National Council for Accreditation of Teacher Education or the National
Association of State Directors of Teacher Education and Certification or approved by the
Register 199; am ___/___/____, Register ____)

Authority:  AS 14.07.060      AS 14.20.020

4 AAC 12.360(a) is amended to read:

(a) The department will issue an advanced special services certificate (Advanced Type
C) to an applicant who qualifies for a special services certificate (Type C) under 4
AAC 12.355, as applicable, and who

(1) earns national certification;

(2) submits to the department

(A) a completed application form provided by the department for an
advanced special services certificate;

(B) a copy of the national certification for each area for which advanced
special services certification is sought;

(C) unless the applicant has successfully passed a criminal background
check to obtain, reinstate, or renew a certificate in this state,

(i) one [TWO] completed fingerprint card [CARDS], with
fingerprinting performed by a law enforcement agency or a person who has been
trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(ii) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; [AND]

(3) if required by (2)(C) of this subsection, successfully passes the criminal background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC12.300;[.] and

(4) has met the requirements of 4 AAC 12.397(a).

4 AAC 12.360(f)(4)(A) is amended to read:

(A) submission of

(i) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on a person from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(ii) the fee for the criminal background check in the amount charged by the Department of Public Safety as set out in 13
4 AAC 12.370(a) is amended to read:

(a) The commissioner may issue a limited certificate (Type M), valid for five years, in the specialty area of Alaska Native language or culture, or of military science, if the commissioner determines that

(1) baccalaureate degree teacher training in the specialty area of Alaska Native language or culture, or of military science is not sufficiently available;

(2) the applicant has demonstrated both subject matter expertise and teaching competency, as verified by the local school district;

(3) the school board, through its chief school administrator, has requested issuance of a limited certificate for the applicant; and

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; unless the applicant has successfully passed a criminal history background check to obtain, reinstate, or renew a current teacher certificate in this state, the applicant must submit to the commissioner

(A) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal
history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.9002[.] and

(5) the applicant has met the requirements of 4 AAC 12.397. (Eff. 9/29/2005, Register 175; am 3/28/2012, Register 201; am __/__/____, Register ____)


4 AAC 12.372(a) is amended to read:

(a) The commissioner may issue a limited career or technical education certificate (Type M), valid for one year, in a specialty area of a career or technical education course if the commissioner determines that

(1) baccalaureate degree teacher training in the specialty is not sufficiently available;

(2) the applicant has demonstrated subject matter expertise in the specialty, as verified by the local school district;

(3) the school board for the district in which the applicant will be employed, through its chief school administrator, has requested issuance of a limited career or technical education certificate for the applicant; and

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; unless the applicant has successfully passed a criminal history background check to obtain, reinstate, or renew a current teacher certificate in this state, the applicant must submit to the commissioner
(A) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900[.] and

(5) the applicant has met the requirements of 4 AAC 12.397. (Eff. 3/28/2012, Register 201; am ___/___/____, Register ____)


4 AAC 12.375(a)(5) is amended to read:

(5) is currently enrolled in an approved baccalaureate degree teacher education program at a regionally accredited institution as described in AS 14.20.020 and 4 AAC 12.305(b)(4); [AND]

4 AAC 12.375(a)(6) is amended to read:

(6) submits to the department a plan that has been agreed to by the chief school administrator of the nominating district and the applicant, and that meets the terms and conditions set out in (b) of this section;[.] and

4 AAC 12.375(a) is amended by adding a new paragraph to read:
(7) has met the requirements of 4 AAC 12.397(a). (Eff. 9/29/2005, Register 175; am 10/31/2008, Register 188; am __/__/____, Register ___)


4 AAC 12.380(a) is amended to read:

(a) The department will issue a retired teacher certificate to an applicant who possesses a valid professional, master, Type A, Type B, or Type C teacher certificate from this state upon retirement from teaching, and has met the requirements of 4 AAC 12.397(a). A retired teacher certificate qualifies the holder to be assigned as a substitute teacher as specified in this section, for the same areas that the retired teacher held a valid teacher certificate from this state upon retirement. (Eff. 9/29/2005, Register 175; am 6/7/2015, Register 214; am __/__/____, Register ___)


4 AAC 12.390 is amended to read:

(a) The department will issue an Early Childhood Associate I certificate, valid for five years, to an applicant who has met the requirements of 4 AAC 12.397(a) and

(1) completed a 30-credit university or college early-childhood education program that requires at least 400 hours of supervised practicum experience; or

(2) obtained a valid Child Development Associate (CDA) award from the Bank Street College of Education.

(b) The department will issue an Early Childhood Associate II certificate, valid for five years, to an applicant who
(1) has completed an approved associate degree program in early childhood education; [AND]
(2) has obtained an Early Childhood Associate I certificate; [AND]
(3) has met the requirements of 4 AAC 12.397(a).

(c) Possession of an Early Childhood Education certificate does not qualify the holder to be assigned as a regular classroom teacher.

(d) Early Childhood Associate I and Early Childhood Associate II certificates may be renewed upon submission of evidence of completion of six semester hours of credit in early childhood education, or a related field, and, for the Early Childhood Associate I certificate, the renewal of a Child Development Associate award, if applicable. (Eff. 9/29/2005, Register 175; am ___/___/____, Register ___)

Authority: AS 14.07.060 AS 14.20.020

4 AAC 12.395 is repealed and readopted to read:

4 AAC 12.395. Teaching endorsements. (a) The department will endorse a teacher certificate under 4 AAC 12.305 if the applicant provides the following:

(1) a recommendation from an approved preparation program accepted under 4 AAC 12.307(a) with an attestation verifying the applicant's completion of an approved educational program at the institution in the level or area for which endorsement is sought; and

(2) scores, for each endorsement area listed on the recommendation in paragraph (1), that meet or exceed the qualifying score on a content area examination for any endorsement areas designated in 4 AAC 12.407 or each equivalent content area examination required by a certifying state agency for an endorsement on a comparable certificate held by the applicant; and
(b) In addition to the endorsements qualified for under (a) of this section, the endorsements on a master teacher certificate issued under 4 AAC 12.305(c) will include the same endorsements as those on the applicant’s national board certificate. (Eff. 9/29/2005, Register 175; am 6/27/2014, Register 210; am ___/__/____, Register ____)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12 is amended by adding a new section to read:

**4 AAC 12.396. Addition and removal of endorsements.** (a) A current certificate holder or an applicant eligible for certification as described in 4 AAC 12.305 may add additional endorsements appropriate to their certificate by demonstrating:

(1) Completion of an approval endorsement program accepted under 4 AAC 12.307(a) and passing scores on an endorsement-related content examination designated in 4 AAC 12.407, or each equivalent content area examination required by a certifying state agency for a comparable endorsement currently or previously held by the applicant;

(2) two years of teaching in the content area and passing scores on the endorsement-related content area examination designated for the middle school, high school, or world language in sections (b - f) of 4 AAC 12.407, or each equivalent content area examination required by a certifying state agency for a comparable endorsement currently or previously held by the applicant;

(3) two years of teaching in a Career & Technical Education (CTE) area, six semester hours of coursework focused on classroom management, student assessment, and teaching strategies specific to CTE, and successful completion of a CTE content-specific industrial competency examination as approved by the department; or
(4) completion of at least one of the following degrees in the content or specialty area for which the endorsement is sought:

(A) a doctorate degree;

(B) a master's degree;

(C) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in an approved program in the content or specialty area for which an endorsement is sought.

(b) Certificate holders seeking to add an endorsement under this section who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable endorsement in the state where the preparing institution is located.

(c) Except as provided in 4 AAC 12.330, upon written request of the certificate holder and payment of the required fee, and upon written representation by the holder that the holder is not currently under contract in a position in which the endorsement is required, the department may remove an endorsement from a certificate. Once removed, an endorsement may be added again only if the applicant pays the required fee and meets the current requirements for issuance of the endorsement.

(d) The holder of a teacher certificate with a special education endorsement may have the endorsement removed from the certificate by filing a form developed by the department and
picking a fee of $200 to the department, except that a special education endorsement may not be removed during

(1) the term of a certificate holder's first initial or professional teacher certificate issued under 4 AAC 12.305(a) or (b); or

(2) a school term in which the certificate holder is assigned to a position requiring a special education endorsement.

(e) At the request of a certificate holder whose special education endorsement was removed under (d) of this section, the endorsement shall be reinstated, without payment of a fee, if the certificate holder meets the endorsement requirements in effect at the time of the request for reinstatement.

(f) Current certificate holders or applicants eligible for certification through 4 AAC 12.345 and 4 AAC 12.355 may add additional endorsements appropriate to their certificates by satisfying the requirements for endorsements as described in those sections. (Eff. ___/___/____, Register ____)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12 is amended by adding a new section to read:

**4 AAC 12.397. Mandatory training requirements.** (a) On or after June 30, 2017, to qualify for a certificate issued under 14.20.020 or to renew or reinstate a certificate, all applicants must provide evidence of training that satisfies the requirements of AS 14.20.020(k) for the following topics:

(1) alcohol and drug related disabilities as described in AS 14.20.680;
(2) sexual abuse and sexual assault awareness and prevention as described in AS 14.30.355;

(3) dating violence awareness and prevention as described in AS 14.30.356; and

(4) suicide prevention as described in AS 14.30.362.

(b) An applicant shall provide evidence of the training required under (a) of this section by submitting

(1) a certificate of completion of a training program approved by the department;

(2) an official transcript showing the completion of a training course approved by the department;

(3) a record of training signed by a dean of an accredited school of education; or

(4) a record of training signed by the superintendent or appointed designee of an Alaska school district.

(c) Transcripts and other documents become part of the applicant's permanent records and remain on file with the department. For each certificated employee, a district shall maintain a record of each training required by (a) of this section, including the date of completion. Training records for each certificated employee must be maintained by the district for at least five years.

(d) For a training course to satisfy the requirements of (a) of this section, the course must have been completed no more than five years prior to the date of an applicant's application for certification or renewal.

(e) The requirements of this section are applicable to initial applications and applications for renewal of a certificate issued under AS 14.20.020, 4 AAC 12.305(a), (b), and (c), 4 AAC 12.345, 4 AAC 12.355, 4 AAC 12.360, 4 AAC 12.370, 4 AAC 12.372, 4 AAC 12.375, 4 AAC
12.380, 4 AAC 12.390, 4 AAC 12.400, and 4 AAC 12.405. The requirements of this section do not apply to applicants qualifying for certification under AS 14.20.015, AS 14.20.017, and AS 14.20.022. (Eff. ___/___/____, Register ___)


4 AAC 12.400 is amended to read:

4 AAC 12.400. Emergency special services certificate (emergency Type C). At the request of a school district seeking to employ a person in a position for which a special services certificate (emergency Type C) is required, the commissioner may issue an emergency special services certificate (Type C), valid for a period not to exceed the end of the school year in which it is issued, to a person not otherwise qualified if the district demonstrates to the satisfaction of the commissioner that, despite diligent efforts, including advertising in one or more newspapers of general circulation, it has been unable to fill the position with a qualified person holding the required certificate. To issue a certificate under this section, the commissioner must also determine that the applicant has met the requirements of 4 AAC 12.397(a). (Eff. 9/29/2005, Register 175; am ___/___/____, Register ___)


4 AAC 12.405(b) is amended to read:

(b) In addition to the requirements of (a) of this section, a certificate may not be renewed unless the applicant

(1) supplies
(A) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant form the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; [AND]

(2) successfully passes the criminal background check in accordance with AS 14.20.020 and 4 AAC 12.300[f.] and

(3) has met the requirements of 4 AAC 12.397(a).

4 AAC 12.405 is amended by adding new subsections to read:

(g) A special services certificate endorsed in "school psychology" may be renewed any number of times if an applicant provides evidence of completion of a minimum of 90 contact hours in the areas of assessment, evaluation, intervention, program planning, program development, or staff or program administration in

(1) accredited college or university course work;

(2) workshops, seminars, or institutes;

(3) school district or university sponsored in-service training programs;

(4) college training; or

(5) workshop or seminar teaching.
(h) Processing fees will not be collected by the department for the non-academic credits earned though workshops, seminars, or institutes as outlined in (g) of this section. (Eff. 9/29/2005, Register 175; am 9/2/2011, Register 199; am ___/___/____, Register ___)

Authority: AS 14.07.060 AS 14.20.020

4 AAC is amended by adding a new section to read:

**4 AAC 12.407. Content area examinations.** (a) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(b)(5), 4 AAC 12.305(a), (b), and (c), and 4 AAC 12.395 by achieving the required score or higher on a Praxis II examination described in the following table:

<table>
<thead>
<tr>
<th>Praxis II Examination</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Content Knowledge - 5014 or 0014</td>
<td>143</td>
</tr>
<tr>
<td>Elementary Education: Curriculum, Instruction, and Assessment - 5011 or 0011</td>
<td>156</td>
</tr>
<tr>
<td>Multiple Subject Assessments for Teachers Content Knowledge - 0140</td>
<td>146</td>
</tr>
<tr>
<td>Elementary Education: Curriculum, Instruction, and Assessment - 5017</td>
<td>153</td>
</tr>
<tr>
<td>Elementary Education: Content Knowledge - 5018</td>
<td>163</td>
</tr>
</tbody>
</table>

or
the Elementary Education: Multiple Subjects - 5001 with the required scores or higher on each of
the subtests described in the following table:

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Required Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Reading and Language Arts Subtest - 5002</td>
<td>157</td>
</tr>
<tr>
<td>Elementary Education: Mathematics Subtest - 5003</td>
<td>157</td>
</tr>
<tr>
<td>Elementary Education: Social Studies Subtest - 5004</td>
<td>155</td>
</tr>
<tr>
<td>Elementary Education: Science Subtest - 5005</td>
<td>159</td>
</tr>
</tbody>
</table>

(b) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(c)(1), 4
AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving a score of 140 or
higher on the Praxis II examination for Middle School Content Knowledge.

(c) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6), 4
AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving the required score
or higher on a Praxis II examination for the subject or endorsement areas described in the
following table:

<table>
<thead>
<tr>
<th>Praxis II Examination</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School English Language Arts - 5049 or 0049</td>
<td>154</td>
</tr>
<tr>
<td>Middle School English Language Arts - 5047</td>
<td>164</td>
</tr>
</tbody>
</table>
(d) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6) and (7), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for the subject or endorsement areas described in the following table:

<table>
<thead>
<tr>
<th>Praxis II Examination</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Content Knowledge - 0133</td>
<td>155</td>
</tr>
<tr>
<td>Art Content Knowledge - 5134 or 0134</td>
<td>158</td>
</tr>
<tr>
<td>Biology Content Knowledge - 5235 or 0235</td>
<td>144</td>
</tr>
<tr>
<td>Chemistry Content Knowledge - 5245 or 0245</td>
<td>139</td>
</tr>
<tr>
<td>Chinese (Mandarin): World Language - 5665</td>
<td>164</td>
</tr>
<tr>
<td>Earth and Space Science Content Knowledge - 5571 or 0571</td>
<td>144</td>
</tr>
<tr>
<td>Economics - 0910</td>
<td>460</td>
</tr>
<tr>
<td>Economics - 5911 or 0911</td>
<td>150</td>
</tr>
<tr>
<td>English Language, Literature, and Composition: Content Knowledge - 5041 or 0041</td>
<td>158</td>
</tr>
<tr>
<td>Subject</td>
<td>Code</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>English: Content Knowledge</td>
<td>5038</td>
</tr>
<tr>
<td>English Language Arts: Content and Analysis</td>
<td>5039</td>
</tr>
<tr>
<td>English Language, Literature, and Composition: Content and Analysis</td>
<td>5044 or 0044</td>
</tr>
<tr>
<td>French Content Knowledge</td>
<td>0173</td>
</tr>
<tr>
<td>French World Language</td>
<td>5174</td>
</tr>
<tr>
<td>General Science: Content Knowledge</td>
<td>5435 or 0435</td>
</tr>
<tr>
<td>General Science: Content Knowledge, Part 1</td>
<td>0431 and Part 2 - 0432</td>
</tr>
<tr>
<td>Geography</td>
<td>0920</td>
</tr>
<tr>
<td>Geography - 5921 or 0921</td>
<td></td>
</tr>
<tr>
<td>German Content Knowledge</td>
<td>0181</td>
</tr>
<tr>
<td>German World Language</td>
<td>5183</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>0930</td>
</tr>
<tr>
<td>Government/Political Science - 5931 or 0931</td>
<td></td>
</tr>
<tr>
<td>Mathematics Content Knowledge</td>
<td>5061 or 0061</td>
</tr>
<tr>
<td>Mathematical Content Knowledge</td>
<td>5161</td>
</tr>
<tr>
<td>Musical Content Knowledge</td>
<td>5113 or 0113</td>
</tr>
</tbody>
</table>
(e) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(8), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 for world languages by achieving a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Written Proficiency Test examination and a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Oral Proficiency Review examination, for the language on which the teacher was examined; if an American Council on the Teaching of Foreign Languages examination is offered only in Written Proficiency Test form or only in Oral Proficiency Review form, and if an alternate examination is not available for the same language under (d) of this section, the teacher meets the testing requirements if the teacher achieves the score set out in this subsection for the test that is available.
(f) A teacher may satisfy the content area testing requirements of 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination described in the following table:

<table>
<thead>
<tr>
<th>Praxis II examination</th>
<th>Required score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business education - 0100</td>
<td>620</td>
</tr>
<tr>
<td>Business education - 5101 or 0101</td>
<td>154</td>
</tr>
<tr>
<td>Family and consumer science - 0120</td>
<td>610</td>
</tr>
<tr>
<td>Family and consumer science -5121 or 0121</td>
<td>164</td>
</tr>
<tr>
<td>Family &amp; consumer science - 5122</td>
<td>153</td>
</tr>
<tr>
<td>Fundamental subjects: content knowledge - 5511</td>
<td>150</td>
</tr>
<tr>
<td>Health education - 5551 or 0551</td>
<td>155</td>
</tr>
<tr>
<td>Health education - 5550 or 0550</td>
<td>670</td>
</tr>
<tr>
<td>Health and physical education - 5856 or 0856</td>
<td>152</td>
</tr>
<tr>
<td>Health and physical education: content Knowledge - 5857</td>
<td>160</td>
</tr>
<tr>
<td>Physical education - 5091 or 0091</td>
<td>146</td>
</tr>
<tr>
<td>Social sciences: content knowledge - 0951</td>
<td>161</td>
</tr>
<tr>
<td>Technology education - 0050</td>
<td>630</td>
</tr>
<tr>
<td>Technology education - 0051 or 5051</td>
<td>159</td>
</tr>
<tr>
<td>Vocational general knowledge - 0890</td>
<td>640]</td>
</tr>
</tbody>
</table>
4 AAC 12.900(a)(8) is amended to read:


4 AAC 12.900(a)(11) is amended to read:

(11) “non-instructional position” means a position for which a teaching certificate is required, but that does not include instruction in a preschool [KINDERGARTEN] - 12th grade setting;

4 AAC 12.900(a)(12) is amended to read:

(12) “preparing institution” means the institution of higher learning or a state agency from which the applicant graduated or at which the applicant completed the program or earned the credits required for a certificate or endorsement;

4 AAC 12.900(c)(1) is amended to read:

(1) means a person who, for compensation, instructs or teaches students in any grade from preschool [KINDERGARTEN] - 12th grade;

(Eff. 5/30/71, Register 38; am 10/4/73, Register 47; am 8/12/82, Register 83; am 6/9/85, Register 94; am 4/9/87, Register 102; am 7/1/90, Register 114; am 8/8/91, Register 119; am 7/2/93,
Register ____ , ____ 2016  EDUCATION AND EARLY DEV.

Register 126; am 6/9/95, Register 134; am 4/4/96, Register 138; am 6/28/98, Register 146; am 3/31/2002, Register 161; am 9/29/2005, Register 175; am 10/21/2007, Register 184; am ____/___/____, Register ___)

Name: Dr. Lisa Parady  
E-Mail: lparady@alaskaacsa.org  
Telephone: 907 586-9702

I am commenting on: The Department of Education & Early Development proposes to amend regulations regarding a variety of matters related to teacher certification. The regulations implement legislation enacted in 2015 that requires additional teacher training. The regulations also revise certain endorsement requirements, modify certain content area examination requirements, reduce the number of required fingerprint cards, modify certain requirements for a highly qualified teacher designation, and make other technical and organizational changes and clarifications. The Department of Education & Early Development proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code dealing with teacher certification My Comments: Members of the State Board of Education:

The Alaska Superintendents Association (ASA) would like to comment on two sections: concern about implementation of the new requirements from HB44, and the benefit of being able to add endorsements.

There is concern that the passage of HB44 resulted in unintended consequences that require additional resources in terms of time, energy and money from districts. Each need to be examined closely. We will expand on those concerns during oral public testimony.

With regard to endorsements the change allows teachers with expertise (either through training or through experience) to demonstrate that as an endorsement on a certificate. This is helpful both from a hiring and application perspective for districts and applicants.

Additionally there are two questions that members would like to have addressed: 1. Will teachers transferring in from out of state have a window to complete the trainings, or are these trainings required prior to application?. 2. Can prospective teachers sign up to do the trainings prior to applying for certification and how will that be monitored?

Thank you for the opportunity to comment and thank you for your continued work to help all of our state’s children have a successful school experience.
Commissioner Mike Hanley  
Alaska Department of Education & Early Development  
ATTN: Regulations Review  
P.O. Box 110500  
Juneau, Alaska  99811-0500  

RE: Proposed Amendments to Title 4 AAC Teacher Certification

Dear Commissioner Hanley,

In response to the request for review and public comment to the proposed changes in Title 4 of the Alaska Administrative Code to amend 4 AAC, specifically to changes dealing with teacher certification, Anchorage School District provides the following comment:

The Anchorage School District supports the proposed changes to the regulations that revise certain endorsement requirements, modify certain content area examination requirements, reduce the number of required fingerprint cards, modify certain requirements for a highly qualified teacher designation, and make other technical and organizational changes and clarifications.

The Anchorage School District also understands the value and importance of teacher training in alcohol and drug-related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention, and suicide prevention as required by sec. 10, ch. 2, SSSLA 2015 (a new state law). We believe that in order to provide a systemic approach, these trainings should be facilitated by the state as part of the process for new teacher certifications or teacher renewals. This could be done through state created on-line training modules, webinars, or other training models that individuals could access. Like the Alaska Studies and Multicultural requirements, having the trainings as part of the certification process with the state not only reinforces their importance, but also provides for efficiency and consistency across all districts.

I appreciate the opportunity to forward our comments as they relate to the proposed changes in the Department of Education and Early Development (DEED) regulations.

Sincerely,

Ed Graff  
Superintendent

cc: Michael Graham, Chief Academic Officer  
    Todd Hess, Chief Human Resources Officer  
    Anchorage School Board

Educating All Students for Success in Life
Anchorage School Board  
Kameron Perez-Verdia, President
Kathleen Plunkett, Vice President  
Tam Agosti-Gistler, Clerk
Bettye Davis, Treasurer  
Eric Croft  
Pat Higgins  
Elise Snelling

Superintendent  
Ed Graff
From: shawn.sypeck@alaska.gov
Sent: Wednesday, October 07, 2015 11:45 AM
To: Sypeck, Shawn (EED)
Subject: Comments on Regs

Name: Rick Rafter
E-Mail: rick.rafter@k21schools.org
Telephone: 907 247-2113
I am commenting on: Training requirement for teacher certification.
My Comments: sec. 10, ch 2, SSSL A

It is hard enough for new teachers to get all the Alaska requirements done for initial certification. Adding more seems to be counter productive in a time when many districts have a hard time finding teachers and are making last minute hires. Making the requirements part of the renewal certification process is doable and gives new teachers time and resources needed to complete the trainings. Until the certification department is staffed properly and can handle the volume of certification applications in a timely manner, (days not weeks or months), limiting requirements not adding more makes sense.

I would suggest finding ways to streamline the process not add more hurdles should be the focus.
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  

Date: December 11, 2015  
Agenda Item: 11F

♦ ISSUE
The board is being asked to adopt amendments to regulations related to statewide assessments for students with disabilities and English language learners.

♦ BACKGROUND
- A proposed regulation amendment reflects the need to revise the publication Participation Guidelines for Alaska Students in State Assessments based on changes to the state assessment system and the method of assessment delivery. The publication is adopted by reference in 4 AAC 06.775.

- The Participation Guidelines document outlines the types of accommodations available to ensure that students with disabilities and English language learners can participate fully in the required state assessments. It is adopted by reference in regulation in order to provide the information in a format that is usable as a resource by educators. Revisions are needed when changes in assessments require changes in the types of accommodations or accessibility tools that are available to students with an Individualized Education Program or 504 plan or English language learners. This document may be changed only by re-adopted by the board.

- Changes to the Participation Guidelines include updates because English Language Proficiency and Science assessments will be computer-administered in 2015-2016.

- The document provided in this packet has been formatted for printing. The pages referencing the Early Literacy screener have been removed, pending adoption of the repeal of the requirement for the Early Literacy screener.

- Behind this cover memo are: 1) the proposed regulations, 2) the draft Participation Guidelines for Alaska Students in State Assessments, dated December 2015, and 3) public comment.

- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

♦ OPTIONS
This is a work session item. Action will take place under Agenda Item 13F.
4 AAC 06.775(a) is amended to read:

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 and 4 AAC 06.717, a district shall follow the requirements of this section and the department's Participation Guidelines for Alaska Students in State Academic Assessments, dated December 2015 [2014], adopted by reference.

Participation Guidelines for Alaska Students in State Assessments

Students identified as Limited English Proficient and Students with Disabilities

December 2015
The Purpose of the Participation Guidelines

Regulatory Guidance for Alaska Districts

The Participation Guidelines for Alaska Students in State Assessments is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA) requires assessment of all students, including regular education students, students with IEPs, students with Section 504 plans, and students with limited English proficiency. The Participation Guidelines explains the assessment options available to students and is subject to change based on revisions to the comprehensive statewide assessment system.

ESEA requires accommodations (as appropriate) for students with disabilities. Policy also includes accommodations for students with limited English proficiency (LEP), also known as English language learners. **For the purposes of this guide, the term English language learner (ELL) refers to currently identified LEP students, not former LEP students.** Federal and state laws require accommodations be identified in students’ Individual Education Plans (IEPs), Section 504 plans, or LEP plans; test administrators must provide accommodations as documented. The Participation Guidelines, as adopted in 4 AAC 06.775, integrates and explains what is required, by law, of schools and districts with regard to providing instruction and assessment accommodations for these students.

Comprehensive Statewide Student Assessment System

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a statewide basis the extent to which children of the state are attaining state standards;
- Produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Alaska Measures of Progress (AMP) English Language Arts, Mathematics, and Science Assessments
2. Alaska Alternate Assessment (AK-AA)
3. Early Literacy Screeners
4. National Assessment of Educational Progress (NAEP)
5. English Language Proficiency Assessment (ELP)
6. College- and Career-Ready Assessments (CCRA)
   a. WorkKeys
   b. SAT
   c. American College Test (ACT)

# Table of Contents

- Introduction to Participation in Assessments and to Student Supports ........................................ 3
- Determining if an Adaptation is a Modification or Accommodation ............................................ 6
- Alaska Measures of Progress (AMP) Computer-Based Assessment ........................................... 9
  - Student Supports for the AMP Assessment ............................................................................. 9
  - Universal Tools for AMP Computer-Based Assessment (Table 1) ........................................ 12
  - Accessibility Tools for AMP Computer-Based Assessment (Table 2) .................................... 13
  - Embedded Accommodations for AMP Computer-Based Assessment (Table 3) .................. 13
  - Non-Embedded Accommodations for AMP Computer-Based Assessment (Table 4) ........ 14
- Types of Student Supports for AMP Computer-Based Assessment ............................................. 15
- Alaska Measures of Progress (AMP) Paper-Based Test Administration ..................................... 17
  - Universal Tools for AMP Paper-Based Test Administration (Table 5) ................................. 17
  - Accommodations for AMP Paper-Based Test Administration (Table 6) ............................ 18
  - Student Supports for ELLs for Content Assessment ............................................................... 20
    - Accessibility Tools for ELLs—Embedded Only (Table 7) .................................................... 20
    - Accommodations for ELLs—Embedded Only (Table 8) ...................................................... 20
    - Accommodations for ELLs—Non-Embedded (Table 9) ...................................................... 21
- Alaska Alternate Assessment (AK–AA) ....................................................................................... 23
  - Alaska Alternate Assessment Participation Criteria Checklist ................................................. 25
  - Student Supports for the Alaska Alternate Assessment ........................................................... 26
  - Science Alternate Assessment .................................................................................................. 29
- English Language Proficiency (ELP) Assessment ......................................................................... 31
  - Test Administration Procedures/Supports for Online or Paper-Based Assessment .............. 32
  - Accessibility Tools for ACCESS for ELLs 2.0 Online Assessment ...................................... 33
    - Accessibility Tools—Embedded and Non-embedded (Table 10) ......................................... 33
  - Embedded Accommodations for ACCESS for ELLs 2.0 Online Assessment ..................... 33
    - Accommodations—Embedded (Table 11) ......................................................................... 33
    - Accommodations—Non-embedded (Table 12) .................................................................. 34
  - Accessibility Tools for ACCESS for ELLs Paper-Based Assessment ..................................... 35
    - Accessibility Tools (Table 13) ............................................................................................ 35
  - Accommodations for ACCESS for ELLs Paper-Based Assessment ....................................... 36
    - Accommodations (Table 14) ............................................................................................. 36
- National Assessment of Educational Progress (NAEP) ................................................................. 37
- College- and Career-Readiness Assessments ............................................................................... 38
  - SAT Assessment .................................................................................................................... 39
  - American College Testing (ACT) ............................................................................................ 40
  - WorkKeys Assessment .......................................................................................................... 41
  - Accommodations for Students with Disabilities for WorkKeys (Table 15) ......................... 43
  - Accommodations for LEP Students for WorkKeys (Table 16) ............................................ 47
- Appendix A: Allowable Accommodations for Assessments ....................................................... 48
- Appendix B: Modifications NOT Allowed for Testing ............................................................... 49
- Appendix C: Acronyms and Definitions ..................................................................................... 50
Introduction to Participation in Assessments and to Student Supports

Participation

The Alaska Comprehensive System of Student Assessment includes assessments used for a variety of instructional and accountability purposes. Participation in these assessments is required for students who meet the criteria defined by each assessment. This document provides regulatory guidance for both the Comprehensive System of Student Assessment and each assessment within that system. Districts are required to assess students who meet the participation requirements for each assessment. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student’s IEP or section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do.

This document also explains the linguistic supports, or accommodations, available for each assessment for a student who is an English language learner.

Student Supports

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English language learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

Universal Tools — Specific to the Alaska Measures of Progress (AMP) Assessment

Universal Tools are supports or preferences that are available to all students taking the AMP English Language Arts, Mathematics, or Science computer-based assessment or the paper-based assessment. Universal Tools are available at all times and their use is based on student choice, need and preference. Universal Tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the test engine. There are also Universal Tools that are outside of the test engine, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures.

Accessibility Tools — Specific to the AMP and Alternate Assessments

Accessibility tools or features provide all students with a documented need the opportunity to access the content being measured in the assessment. The use of the tool does not change what is being measured. Accessibility tools are selected for the student based on the student’s needs and should generally be the same for classroom instruction and for assessments. Accessibility tools are only available when a teacher or team provides them for a student.
Accommodations — Applies to all assessments

Accommodations must be made available to students with disabilities on an IEP or 504 Plan, students with transitory impairments, and limited English proficient students as documented in student files. Accommodations are changes in practices and procedures that provide equitable access to grade level content during instruction and assessment that do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment.

Accommodations are intended to reduce or even eliminate the effects of a student’s disability; they do not reduce learning expectations. The accommodations provided to a student should generally be the same for classroom instruction and for assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing spell-check for classroom assignments is appropriate; providing spell-check on an English Language Arts subtest would change what the test items are measuring and is not allowed.

Accommodations for Students with Disabilities on an IEP or 504 Plan

It is important for educators to become familiar with state policies regarding accommodations during assessments. Because of the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student’s need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student’s regular or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to be familiar with how accommodations will be made available on computer-based assessments.

Accommodations for English Language Learners (ELLs) for Content Assessments

An LEP student is an individual whose first language is not English, or a student who is an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency. See Regulation 4 AAC 34.090(a)(2) for a full definition of an LEP student. All students identified as Limited English Proficient (LEP) must participate in statewide academic assessments. For details on the process for identification of LEP students refer to the Guidance for Limited English Proficient (LEP) Student Identification, Assessment, and Data Reporting on the department website at http://education.alaska.gov/tls/assessment/elp.html.
For the purpose of this guide, the term **English language learner (ELL) refers to currently identified LEP students**, not former LEP students.

ELL students must be provided reasonable accommodations on state academic assessments, to the extent practicable. Accommodations are allowed for students who are ELLs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

The research-based ELL accommodations in Tables 8 & 9 are ELL-responsive; they have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure, rather than a measure of a student’s English proficiency level. For detailed instructions on the use of ELL accommodations, refer to the Handbook for the Participation Guidelines: Guidance and Tools for the Selection, Administration and Evaluation of Accommodations and Other Student Supports at [http://education.alaska.gov/tls/assessment/accommodations.html](http://education.alaska.gov/tls/assessment/accommodations.html).

Teams of people (teachers, administrators, etc.) who know the educational needs of the ELL student should make decisions concerning appropriate ELL accommodations to be used during statewide content assessments. Teams should include, when available, a teacher or administrator who has specialized training or experience with limited English speaking students and instruction. Because of the close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELL students gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the ELL student's file.

**Accommodations for Students with a Transitory Impairment**

Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor (Americans with Disabilities Act, Amendments Act of 2008, Section 3 (3)(B)). A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive testing accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district.

**Modifications**

A modification is a change in the content, format, and/or administration of a test that alters what the test is designed to measure or the comparability of scores. A **modification makes an assessment invalid**. Modifications are determined based on what the assessments is designed to measure. Educators must become familiar with each assessment in order to prevent invalidation.
Determining if an Adaptation is a Modification or Accommodation

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accessibility tables, accommodation tables, or in Appendix A of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child. In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables and in the appendix are examples of some of the acceptable accommodations. When an adaptation for a content assessment is not listed in either resource, the student’s IEP team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

When evaluating an adaptation that is not included in the accommodations table, an IEP team or 504 team should answer the following questions.

First, the two threshold questions:

1. Would the adaptation help the student demonstrate achievement by reducing the effect of the disability on the student’s performance?

2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
   a. Would the adaptation give the student an unfair advantage over a student who has the same achievement level, but who is not eligible to use the adaptation?
   b. Does any research support the conclusion that this adaption does not alter the ability of the test to measure the student’s skill level? (IEP or 504 teams may consult with the department at any time.)

Next, the team should consider questions that relate to whether the test could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.

5. Would use of the adaptation make it impossible to score the test? Before rejecting an adaptation because it changes or alters the test answer sheet, an IEP or 504 team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test proctor can transfer the student’s answers to another answer sheet after the student completes the test.
If the answer to any question 3, 4, or 5 is yes, then the adaptation is a modification, and is not allowed on state assessments. The use of a modification on the state assessments results in an invalid score.

If the answers to all questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the accommodation.

IEP or 504 teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 teams will be able to resolve issues regarding the proper use of adaptations. Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non-binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. If possible, the district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the test.

If an IEP or 504 team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 team that the modification will make the assessment results invalid and that the test will not be scored.
Alaska Measures of Progress (AMP)
Computer-Based Assessment

The Alaska Measures of Progress (AMP) assessment is designed to measure student growth and achievement. There are three content areas measured: The Alaska English Language Arts and Mathematics standards (adopted in 2012) and the Science Grade Level Expectations (adopted in 2006). AMP is administered to all students (except those with significant cognitive disabilities who participate in the Alternate Assessment program) in grades 3-10 in the spring.

The accessibility tools and accommodations available on the computer-based AMP and the paper-based AMP are largely the same. However, some differences exist and educators must refer to the specific tables for each assessment.

Student Supports for the AMP Assessment

Universal Design

The Alaska Measures of Progress is designed with the principals of Universal Design. “Universally designed assessments” are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), “fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use” (p. 81). The Standards for Educational and Psychological Testing also addresses this need by requiring that “all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions” (p. 74).

Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

Universal Tools, Accessibility Tools, and Accommodations

UNIVERSAL TOOLS are supports or preferences that are available to all students taking the AMP computer-based assessment or the paper-based assessment. Universal Tools are available at all times and their use is based on student choice, need, and preference. Some Universal Tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal Tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures.
ACCESSIBILITY TOOLS are supports that are available to all students with a documented need taking the Alaska Measures of Progress computer-based assessment. The documented need does not have to be an IEP, 504 Plan, or ELL Plan. A documented need may be existing documentation in the school, such as the additional reading support provided to a student who is reading below grade level. Districts are encouraged to define local guidelines for the use of accessibility tools. Locally chosen methods for determining when students need extra instructional support can also be used to determine the need for accessibility tools. For further guidance on determining a student’s need for an Accessibility Tool, refer to the Handbook for the Participation Guidelines. The Accessibility Tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Accessibility Tools do not change score interpretation. Similarly, Accessibility Tools require no additional test security measures.

ACCOMMODATIONS are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English language learners. Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations must be made available to students with disabilities with an IEP or 504 plan, students with transitory impairments, and LEP students, as documented in student plans.

The relationship between Universal Tools, Accessibility Tools, & Accommodations

NOTE: Modifications are not allowed for state assessments. If used, they will invalidate the test.

EMBEDDED AND NON-EMBEDDED ACCESSIBILITY TOOLS AND ACCOMMODATIONS Accessibility Tools and accommodations are provided to students based on the decisions of the instructional team. Accessibility Tools and accommodations can be either embedded or non-embedded.

• Non-embedded Accessibility Tools and accommodations are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.

• Embedded Accessibility Tools and accommodations are those that are within the test engine. They are activated for an individual student via the Personal Needs and Preferences Profile (PNP) process.
Activating Accessibility Tools and Accommodations Embedded in the Alaska Measures of Progress System

AMP PERSONAL NEEDS AND PREFERENCES (PNP)  The Alaska Measures of Progress test engine uses a PNP to control the Accessibility Tools and embedded accommodations provided to a student. Accessibility Tools and embedded accommodations, unlike Universal Tools, are only available for students to use when activated by an educator via the PNP prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will complete the PNP for students.

The PNP is completed using the information in the existing IEP, ELL Plan, 504 Plan, or student instructional plan. The educator assigned the role by the district and school for completing the PNP utilizes Educator Portal to select the appropriate tools to activate for the student. The PNP is unique to each student, providing an individualized testing experience. If a student transfers schools or districts, the PNP is linked to the student’s Alaska Student ID and “follows” the student. It can be accessed by the educators at the new school once that student is enrolled. However, the educators at the new school do not need to access the PNP again unless they want to make changes.

More information about the PNP can be found at http://akassessments.org/.
# Universal Tools for AMP Computer-Based Assessment

<table>
<thead>
<tr>
<th>UNIVERSEAL TOOL</th>
<th>TOOL DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighter</td>
<td>Allows students to select text on the screen and highlight the selected text with a pink background.</td>
</tr>
<tr>
<td>Striker</td>
<td>Allows students to place a line through an answer choice that is not desired.</td>
</tr>
<tr>
<td>Eraser</td>
<td>Removes highlighting and striker marks from screen.</td>
</tr>
<tr>
<td>Tags</td>
<td>Allows students to place small graphics in reading passages to mark important parts such as the main idea, supporting details, and key words.</td>
</tr>
<tr>
<td>Guide line</td>
<td>When selected, follows the student’s pointer and lightly highlights the text of a reading passage line by line.</td>
</tr>
<tr>
<td>Search Tool</td>
<td>Allows student to enter search terms. Matching words are then highlighted in orange.</td>
</tr>
<tr>
<td>Calculator</td>
<td>Available to all grades (3-10) for math performance task. Available only for selected items on the math content section for grades 6-10.</td>
</tr>
<tr>
<td>Graphing Calculator</td>
<td>Allows students to graph functions. Available only for selected items. Grades 9-10.</td>
</tr>
<tr>
<td>Scientific Calculator</td>
<td>Available only for selected items. Grades 6-8.</td>
</tr>
<tr>
<td>Mathematical formulas</td>
<td>Formulas will be embedded in the test question if the skill being measured is the application of the formula. Math reference sheets are not allowed.</td>
</tr>
<tr>
<td>Use of whole screen magnification</td>
<td>Students can enlarge text on screen.</td>
</tr>
<tr>
<td>Text-to-Speech for test directions</td>
<td>Allows students to start, stop, or replay computer synthesized audio of the text associated with the directions.</td>
</tr>
<tr>
<td>Text-to-Speech for performance tasks</td>
<td>Allows students to start, stop, or replay computer synthesized audio of the text associated with the ELA and math performance tasks.</td>
</tr>
</tbody>
</table>

## PROVIDED BY TEST ADMINISTRATOR

<table>
<thead>
<tr>
<th>PROVIDED BY TEST ADMINISTRATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of graph paper or scratch paper</td>
</tr>
<tr>
<td>Using a device to screen out extraneous sounds</td>
</tr>
<tr>
<td>Clarification of technology directions</td>
</tr>
</tbody>
</table>

**NOTE:** For a list of expected formulas students must know for Alaska’s mathematics standards, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments* at [http://education.alaska.gov/tls/assessment/accommodations.html](http://education.alaska.gov/tls/assessment/accommodations.html).
### Accessibility Tools for AMP Computer-Based Assessment

**Table 2** **AMP Accessibility Tools** Embedded Only

<table>
<thead>
<tr>
<th>ACCESSIBILITY TOOL</th>
<th>TOOL DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory calming</td>
<td>Provides relaxing, peaceful music that can play while testing. Students select music track.</td>
</tr>
<tr>
<td>Magnification—default</td>
<td>The PNP default for magnification can be set to x2, depending on student need. This setting enlarges all text automatically.</td>
</tr>
<tr>
<td>Masking portions of the test to direct attention to uncovered items or to maintain place</td>
<td>Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.</td>
</tr>
<tr>
<td>Text-to-Speech for Math and Science:</td>
<td>Allows students to start, stop or replay computer audio of the text associated with the content on the screen for math and/or science. <strong>Text-to-Speech available for ELA items only as an accommodation.</strong></td>
</tr>
<tr>
<td>• Embedded directions</td>
<td></td>
</tr>
<tr>
<td>• Questions and answer choices</td>
<td></td>
</tr>
<tr>
<td>• Graphics</td>
<td></td>
</tr>
</tbody>
</table>


### Embedded Accommodations for AMP Computer-Based Assessment

The accommodations in Table 3 are embedded within the computer-based assessment and activated by an educator in the Personal Needs Profile. This is not a complete list. See KITE Educator Portal Manual for a complete list of options.

**Table 3** **Accommodations** Embedded Only

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>ACCOMMODATION DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-to-Speech for English language arts items.</td>
<td>Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. <strong>Does not read the passages associated with the items.</strong> <strong>Note:</strong> only available to students with a documented reading disability who REGULARLY receive read aloud as part of a SUCCESSFUL instructional strategy. Documentation of the successful use of this strategy in both instruction and assessment is required to be maintained locally.</td>
</tr>
<tr>
<td>• Embedded directions</td>
<td></td>
</tr>
<tr>
<td>• Items (questions only, not passages)</td>
<td></td>
</tr>
<tr>
<td>• Answer choices</td>
<td></td>
</tr>
<tr>
<td>Using Braille edition provided by test contractor</td>
<td>The test engine is designed to interface with assistive technology such as Braille Writers</td>
</tr>
<tr>
<td>One- and two-switch scanning</td>
<td>An assistive technology device used to respond to test questions.</td>
</tr>
<tr>
<td>Color Overlay</td>
<td>A tool which the student can use as a separate color/acetate transparency that can be placed across computer screen.</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>American Sign Language video will be available for students to start/stop/replay.</td>
</tr>
</tbody>
</table>

For students with disabilities, as documented in an IEP or 504 Plan. Embedded in the computer-based assessment; activated by an educator with the Personal Needs Profile.
Non-Embedded Accommmodations for AMP Computer-Based Assessment

The accommodations table in this section are provided by the test proctor or administrator. This is not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Additional accommodations are listed in Appendix A of this document.

**TABLE 4** Accommodations Non-embedded

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>ACCOMMODATION DESCRIPTION OR USE</th>
</tr>
</thead>
</table>
| Administering the test individually or in a small group in a separate location | Students who need additional assistance that may be disruptive to others must take the test in a separate location.  
Note: Many accommodations that require a small group or individually administered assessment when using a paper-based assessment may be provided successfully in the standard testing group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student’s needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for testing. |
| Using a specific test proctor | For students who need a familiar test proctor or test administrator. |
| Clarification of embedded test directions:  
• student requests clarification  
• student restates directions | Test administrator or proctor provides accommodation; separate location for testing recommended if disruptive to others. |
| Allowing alternative responses:  
• oral response  
• signing  
• pointing  
• recorded response | Scribe will enter student responses verbatim into the test engine. |
| Use of math manipulatives | Student use of physical objects for math items.  
See *Handbook for the Participation Guidelines* for list of allowable and non-allowable. |
| Signing to student:  
• directions  
• embedded directions  
• math items  
• science items  
• ELA questions & answer choices | Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems.  
Reading passages may not be signed to the student. This invalidates the assessment. |
| Use of adaptive devices, equipment and furniture. | Some adaptive devices may require individual test administration as well as a scribe to type responses verbatim into the test engine. |
Types of Student Supports for the Alaska Measures of Progress (AMP) Computer-Based Assessment

For detailed information on how to use these supports for students, refer to the Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments at http://education.alaska.gov/tls/assessment/accommodations.html.
AMP paper-based test administration is available for districts that demonstrate a lack of technological capacity required to participate in the computer-based assessment. Schools must have an approved Waiver from Computer-based Administration of AMP to administer the paper-based assessment. Additionally, a paper-based assessment may be chosen for a student by an IEP team as an accommodation if the student’s disability prevents the successful use of a device.

The accommodations table in this section is not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Additional accommodations are listed in Appendix A of this document.

Universal Tools for AMP Paper-Based Test Administration

<table>
<thead>
<tr>
<th>UNIVERSAL TOOL</th>
<th>TOOL DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighter</td>
<td>Students may use a highlighter to highlight desired test items or selections; if a highlighter is used in student test booklet, answers may need to be transcribed into a clean test booklet in order to be properly scored.</td>
</tr>
<tr>
<td>Use of visual magnification</td>
<td>Students may use devices that magnify text such as a magnifying glass.</td>
</tr>
<tr>
<td>Use of graph paper or scratch paper</td>
<td>Scratch or graph paper must be securely destroyed after assessment session.</td>
</tr>
<tr>
<td>Masking portions of the test to direct attention to uncovered items</td>
<td>Students may use blank paper or other unmarked device to mask portions of the test to help them focus on one item at a time.</td>
</tr>
<tr>
<td>Using place markers to assist student in tracking test items</td>
<td>Students may use a device, such as an unmarked ruler, to help track test items.</td>
</tr>
<tr>
<td>Securing papers to work area with tape or magnets</td>
<td>Students may use devices to secure papers to work area; care must be taken to not damage the paper for scanning and scoring.</td>
</tr>
<tr>
<td>Using headphones to screen out extraneous sounds</td>
<td>Students may wear noise blocking headphones for testing (this does not include music devices).</td>
</tr>
<tr>
<td>Calculator</td>
<td>Available only for selected sections of test and for select grades; see Test Administration Manual for further information.</td>
</tr>
</tbody>
</table>

**NOTE:** Accessibility Tools are not available for the AMP Paper/Pencil test administration because they are specific to the computer-based assessment.
# Accommodations for AMP Paper-Based Test Administration

## TABLE 6

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>ACCOMMODATION DESCRIPTION OR USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio CD or read aloud for test questions and answer choices.</td>
<td>Use of test contractor audio CD required unless the student’s IEP requires “read aloud” by proctor. Includes test questions and answer choices. <strong>Reading of reading passages is not allowed.</strong></td>
</tr>
<tr>
<td>Administering the test individually or in a small group in a separate location</td>
<td>Students who need individual or group test administration should take the test in a separate location.</td>
</tr>
<tr>
<td>Using a specific test proctor</td>
<td>For students who need a familiar test proctor or test administrator.</td>
</tr>
<tr>
<td>Frequent breaks</td>
<td>For students who need frequent breaks.</td>
</tr>
<tr>
<td>Reading, and re-reading, if requested, directions and embedded directions</td>
<td>Individual or small group test administration; reading done by test administrator.</td>
</tr>
<tr>
<td>Clarification of test directions: • student requests clarification • student restates directions</td>
<td>Test administrator or proctor can provide clarification of test directions (this does not apply to test questions or answer choices).</td>
</tr>
<tr>
<td>Signing to student: • directions • embedded directions • math items • science items • ELA questions &amp; answer choices</td>
<td>Interpreters must sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. <strong>Signing of reading passages is a modification and is not allowed.</strong></td>
</tr>
<tr>
<td>Use Braille edition provided by test contractor</td>
<td>The test contractor will provide a paper Braille test by special order.</td>
</tr>
<tr>
<td>Use of large print form</td>
<td>The test contractor will provide a Large Print form by special order.</td>
</tr>
<tr>
<td>Use of adaptive devices, equipment or furniture</td>
<td>Some adaptive devices may require a scribe to transcribe student responses verbatim into the test booklet.</td>
</tr>
<tr>
<td>Allowing alternative responses: • oral response • signing • pointing • recorded response • use of word processor</td>
<td>A scribe may type student responses verbatim into the test engine or test booklet. Use of a word processor must have other programs disabled and spelling, grammar check and other features turned off.</td>
</tr>
<tr>
<td>Allow student to mark in test booklet</td>
<td>Student may strike out unwanted choices, make notes, etc. A scribe may be needed to transcribe answers verbatim into a clean test booklet.</td>
</tr>
<tr>
<td>Use of math manipulatives</td>
<td>Students may use physical objects for math items as defined in guidance.</td>
</tr>
<tr>
<td>Use of a special pen or non-#2 pencil</td>
<td>This requires a scribe to transcribe responses verbatim into test booklet.</td>
</tr>
<tr>
<td>Auditory amplification device</td>
<td>Assistive listening devices help amplify sounds, especially with background noise.</td>
</tr>
</tbody>
</table>
### Table 6: Accommodations

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Accommodation Description or Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide detailed monitoring to ensure student marks responses in correct answer area.</td>
<td>Proctor or test administrator monitors student responses—individually or in a small group.</td>
</tr>
<tr>
<td>Provide student with additional room for writing response.</td>
<td>This may require a scribe to transcribe responses verbatim into test booklet.</td>
</tr>
<tr>
<td>Use of graphic organizers</td>
<td>Student can use items such as basic flow charts and story webs that do not contain text.</td>
</tr>
</tbody>
</table>
Student Supports for ELLs for Content Assessments

All students identified as LEP must participate in statewide academic assessments. For the purposes of this document, the term English language learner (ELL) refers to currently identified LEP students, not former LEP students. The Accessibility Tools listed below in Table 7 are allowed for AMP Computer-Based and Paper-based test for ELA, math, and science.

The research-based LEP accommodations in Table 8 are ELL-responsive: they have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students’ English proficiency level.

The accessibility tools and accommodations listed below are the only allowable accommodations for ELLs for content assessments.

Accessibility Tools for ELLs for AMP Computer-Based Assessments

**Table 7**

<table>
<thead>
<tr>
<th>ACCESSIBILITY TOOL</th>
<th>AMP Computer-Based Assessment. Requires educator to activate using the Personal Needs Profile.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-to-Speech for computer-based AMP math and/or science test.</td>
<td></td>
</tr>
<tr>
<td>• Questions</td>
<td>Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen.</td>
</tr>
<tr>
<td>• Answer choices</td>
<td>Not allowed:</td>
</tr>
<tr>
<td>• Directions</td>
<td>• Read aloud by proctor</td>
</tr>
<tr>
<td>• Embedded directions</td>
<td></td>
</tr>
</tbody>
</table>

| Masking portions of the test to direct attention to uncovered items or to maintain place | Two available options: |
| 1. On-screen masking shows answer choices one at a time. |
| 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks. |

**Table 8**

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer-based AMP</td>
<td></td>
</tr>
<tr>
<td>Text-to-Speech for AMP English language arts test.</td>
<td></td>
</tr>
<tr>
<td>• Questions</td>
<td>Allows students to start, stop, or replay computer audio of the text associated with some of the content on the screen. <strong>Does not read the passages associated with the items.</strong></td>
</tr>
<tr>
<td>• Answer choices</td>
<td></td>
</tr>
<tr>
<td>• Embedded directions</td>
<td></td>
</tr>
</tbody>
</table>

| Paper-based AMP |
| Text-to-Speech for AMP English language arts test. |
| • Questions | Use of test contractor audio CD required unless specified that read aloud must be done by proctor or test administrator in ELL Plan. Read aloud only test questions and answer choices. |
| • Answer choices | **Reading of passages would be a modification and is not allowed.** |
| • Embedded directions | |
### TABLE 9 Accommodations for ELLs Non-embedded

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Computer-Based AMP Assessment and/or Paper-based AMP Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administering the test individually or in a small group in a separate location</td>
<td>Students who need additional assistance that may be disruptive to others must take the test in a separate location. <strong>Note:</strong> Many accommodations that require a small group or individually administered assessment when using a paper-based assessment may be provided successfully in the standard testing group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student's needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for testing.</td>
</tr>
<tr>
<td>Using a specific test proctor</td>
<td>For students who need a familiar test proctor or test administrator.</td>
</tr>
<tr>
<td>In English or the native language provide written version of written/oral test directions</td>
<td>Written version of test directions must be verbatim of what is provided in the Test Administration Manual.</td>
</tr>
<tr>
<td>In English or the native language, read aloud and/or repeat written and/or oral test directions, including embedded directions</td>
<td>Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.</td>
</tr>
<tr>
<td>Clarification of test directions in English or the native language: student requests clarification; student restates directions</td>
<td>Clarification should not provide additional directions or examples.</td>
</tr>
<tr>
<td>Provide a commercial word-to-word bilingual dictionary</td>
<td>Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed.</td>
</tr>
<tr>
<td>Provide the native language word for an unknown word in a test item when requested by student</td>
<td>Translation should not include additional words, ideas or examples. <strong>Not allowed for reading passages.</strong></td>
</tr>
<tr>
<td>Allow the student to respond orally to constructed response items in English for math, and/or science items.</td>
<td>Requires a scribe to transcribe verbatim into the test engine or test booklet. <strong>Not allowed for English language arts items.</strong></td>
</tr>
</tbody>
</table>

**NOTE:** ELL students with disabilities may be given ELL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.
Overview of the Alaska Alternate Assessment for Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004). All students must participate in statewide assessments in compliance with the Elementary and Secondary Education Act (ESEA). If students meet the eligibility criteria, it is strongly recommended that the IEP team consider the Alaska Alternate Assessment for that student. It is expected that only a small number (less than one percent) of all students will participate in an alternate assessment.

Alternate assessments are designed for students with the most significant cognitive disabilities. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is determined to be high expectations for these students.

Students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means that the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students both in and out of the classroom and across life domains, not just in academic domains.

The Alaska Alternate Assessment assesses students with significant cognitive disabilities in grades 3 through 10 in English language arts and mathematics. Students in grades 4, 8, and 10 will also take the Alaska Science Alternate Assessment. After grade 10, there are no required assessments for students who have been eligible for the Alternate Assessment. Students with significant cognitive disabilities in grade 11 or 12 may take a college- or career-readiness assessment if the Individualized Education Program (IEP) team determines it supports the transitional plan of the IEP. Students taking the Alaska Alternate Assessment are not eligible to receive a high school diploma per Alaska regulation 4 AAC 06.078.

Content Standards and Achievement Standards

The Alaska Alternate Assessments for English language arts and mathematics are based on content standards called the Alaska-Dynamic Learning Maps (DLM) Essential Elements, which are aligned to the Alaska English Language Arts and Mathematics Standards but reduced in complexity, breadth, and depth. Students taking the alternate assessment are receiving instruction aligned to the Essential Elements in English language arts and mathematics. The Essential Elements are located on the department website at http://education.alaska.gov/tls/assessment/alternateEE.html.

The alternate achievement standards are achievement level descriptors that are different from the achievement standards for the general education assessment. The achievement levels (cut points and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities.
Administering the Alaska Alternate Assessment

District personnel must be trained and qualified in order to administer the Alternate Assessment. Test Administration training modules are available via a link at DLM’s website at http://dynamiclearningmaps.org/. Test administrators must complete all of the required training modules and achieve a score of 80% or higher on post-tests for each module. Allow approximately three hours for required training and complete at least two weeks prior to the opening of the test window.

Determining Student Eligibility for the Alaska Alternate Assessment

Eligibility for the Alaska Alternate Assessment is a decision made by the IEP team members on an annual basis during the IEP meeting. The IEP team must use the “Alternate Assessment Participation Criteria Checklist” found in this section and on the EED Alternate Assessment website. Decisions made by the IEP team are reflected in the student’s IEP and kept in the student’s special education file. Parents must be informed when their child’s instruction will be based on the Essential Elements and their achievement will be based on alternate achievement standards.

Documenting the Decision in the Individualized Education Program (IEP)

The sample IEP form found in the Special Education Handbook at https://education.alaska.gov/tls/SPED/pdf/Handbook/AK_SPED_Handbook.pdf includes a page for selecting state and district-wide assessments. The section for students taking the Alaska Alternate Assessment must be completed and filed in the student’s special education file. This section includes the following information:

1. A statement that the Alaska Alternate Assessment is based on alternate achievement standards, and therefore, does not lead to a high school diploma.

2. A parent’s (guardian’s) signature section is included on the IEP to acknowledge notification that the student is taking the Alternate Assessment for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification must be sent by the district.

3. A statement in the IEP by the team describing why the Alaska Measures of Progress (AMP) assessment is not appropriate. The team must refer to the student’s Evaluation Summary and Eligibility Report (ESER), the Present Levels of Academic Achievement and Functional Performance (PLAAFP), and the “Alternate Assessment Participation Criteria Checklist” to provide evidence that supports the decision.

4. A statement in the IEP by the team describing why the Alaska Alternate Assessment is appropriate based on the participation criteria. The team must refer to the student’s ESER, the PLAAFP, and the “Alternate Assessment Participation Criteria Checklist” to provide evidence that supports the decision.
Alaska Alternate Assessment Participation Criteria Checklist

**Students with Significant Cognitive Disabilities**

The “Alternate Assessment Participation Criteria Checklist” must be reviewed and included in the IEP annually.

Students eligible for the Alternate Assessment must take the test in all three content areas: English Language Arts, Mathematics, and Science.

Participation in the Alaska Alternate Assessment requires a “yes” answer to each of the following questions.

<table>
<thead>
<tr>
<th>Agree (Yes) or Disagree (No)?</th>
<th>Participation Criterion</th>
<th>Participation Criterion Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes / No</td>
<td>1. The student has a significant cognitive disability</td>
<td>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <em>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</em></td>
</tr>
<tr>
<td>Yes / No</td>
<td>2. The student is primarily being instructed (or taught) using the AK-DLM Essential Elements as content standards.</td>
<td>Goals and instruction listed in the IEP for this student are linked to the enrolled grade level AK-DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.</td>
</tr>
<tr>
<td>Yes / No</td>
<td>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.</td>
<td>The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.</td>
</tr>
</tbody>
</table>

The following are not allowable considerations for determining participation in the Alaska Alternate Assessment:

1. A disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic difference.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. ELL status.
9. Low reading level/achievement level.
10. Anticipated student’s disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., assistive technology) to participate in assessment process.
Student Supports for the Alaska Alternate Assessment

**Accommodations and Assistive Technology**

Students taking alternate assessments may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the Accessibility Manual for the Dynamic Learning Maps Alternate Assessment located at [http://dynamiclearningmaps.org/alaska](http://dynamiclearningmaps.org/alaska).

**Accessibility Provided by the Computer-Based Assessment System**

Accessibility to the English language arts and mathematics alternate assessments is provided via the Personal Learning Profile (PLP). The PLP consists of two sources of information: the Personal Needs and Preferences (PNP) Profile and the First Contact survey. This information must be entered prior to testing to customize each student’s experience and determines which test form is the most appropriate.

The First Contact Survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. The First Contact Survey is completed prior to assessment administration and is used to determine the initial placement of the student into the assessment. Instructions on how to fill out the First Contact Survey are located in the Test Administration Manual and can be found at [http://secure.dynamiclearningmaps.org/content/shared-resources](http://secure.dynamiclearningmaps.org/content/shared-resources).

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the system. It can be completed any time before testing begins and can be changed as needed. Once updated, the changes appear the next time the student is logged in to the test engine. The PNP is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP is linked to the student’s record and can be accessed by the educators at the new school.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine system.

**Support Categories**

**Category 1: Supports provided within DLM via the PNP profile**

Online supports include magnification, invert color choice, color contrast, and overlay color, and spoken audio. Descriptions about how to select supports provided by the PNP are found in Step 4 of the six-step DLM accessibility customization process, which is in the Accessibility Manual for the Dynamic Learning Maps Alternate Assessment.

**Category 2: Supports requiring additional tools or materials**

These supports include Braille, switch system preferences, iPad administration, and use of special equipment and materials. These supports typically require prior planning and setup. These supports are all recorded in the PNP.
**NOTE:** Educators are advised to test these options in advance to make sure they are compatible and provide the best access for students.

### Category 3: Supports provided outside the DLM system

These supports require actions by the test administrator, such as reading the test, signing or translating, and assisting the student with entering responses. These supports are recorded in the PNP.

The ELA, Math, and Science Alternate Assessments are not timed. Test administrators may provide the schedule that best fits the student. The system can sit inactive for up to 28 minutes. If a student's computer is inactive for longer than 28 minutes, the student will need to log in again. **Any items that have been completed will not be saved.** See Frequency of Testlet Delivery in the *Test Administration Manual* for more information.

### Category 1

<table>
<thead>
<tr>
<th>Accessibility Feature Supports Provided Within DLM Via PNP</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Magnification</strong></td>
<td>Magnification allows educators to choose the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22. Scrolling may be required when the level of magnification is increased and the entire item can no longer been seen on the screen. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen.</td>
</tr>
<tr>
<td><strong>Invert color choice</strong></td>
<td>When Invert Color Choice is activated, the background is black and the font is white; images display with a white background in both ELA and mathematics.</td>
</tr>
<tr>
<td><strong>Color contrast</strong></td>
<td>The Color Contrast allows educators to choose from several background and font color schemes.</td>
</tr>
<tr>
<td><strong>Overlay Color</strong></td>
<td>The Overlay Color is the background color of the test. The default color is white; educators may select from the alternate colors blue, green, pink, gray and yellow.</td>
</tr>
<tr>
<td><strong>Spoken Audio</strong></td>
<td>Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. There are three preferences for spoken audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).</td>
</tr>
<tr>
<td>• Text only</td>
<td></td>
</tr>
<tr>
<td>• Text &amp; graphics</td>
<td></td>
</tr>
<tr>
<td>• Nonvisual</td>
<td></td>
</tr>
</tbody>
</table>
## Category 2

**Accessibility Feature Supports**  
**Requiring Additional Tools & Materials**  

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uncontracted Braille</strong></td>
<td>All braille forms use uncontracted braille. See the Test Administration Manual for information about alternate forms.</td>
</tr>
<tr>
<td><strong>Single-switch system/PNP enabled</strong></td>
<td>Single-switch scanning is activated using a switch set up to emulate the “Enter” key on the keyboard. Educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.</td>
</tr>
<tr>
<td><strong>Two-switch system</strong></td>
<td>The system automatically supports two-switch step scanning, with one-switch set up to emulate the “Tab” key to move between choices, and the other switch set up to emulate the “Enter” key to select the choice when highlighted.</td>
</tr>
<tr>
<td><strong>Individualized manipulatives</strong></td>
<td>Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).</td>
</tr>
<tr>
<td><strong>Calculator</strong></td>
<td>A calculator is permitted on math testlets unless it interferes with the construct of the testlet. The Testlet Information Page (TIP) for each math testlet will specify whether or not a calculator is permitted.</td>
</tr>
</tbody>
</table>

## Category 3

**Accessibility Feature Supports**  
**Provided by the Test Administrator**  
**Outside the System**  

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human read aloud</strong></td>
<td>If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.</td>
</tr>
<tr>
<td><strong>Sign interpretation of text</strong></td>
<td>Test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or personalized sign systems.</td>
</tr>
<tr>
<td><strong>Language translation of text</strong></td>
<td>For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer.</td>
</tr>
<tr>
<td><strong>Test administrator entering responses for student</strong></td>
<td>If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.</td>
</tr>
<tr>
<td><strong>Partner-assisted scanning (PAS)</strong></td>
<td>PAS is a strategy in which test administrators assist students with scanning, or going through, students’ answer choices. Test administrators read and/or point to each answer choice and Students make indications when their desired choices are presented.</td>
</tr>
</tbody>
</table>
Science Alternate Assessment

The Alaska Science Alternate Assessment is administered in grades 4, 8, and 10 to students with significant cognitive disabilities. The Science Alternate Assessment is comprised of Standard test items and Expanded Levels of Support (ELOS) test items based on Alaska’s Grade Level. The standard test administration uses standardized test items, student materials, and delivery instructions. Students may use accommodations/assistive technology during testing.

Allowable Accommodations for Standard Test Items

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>GRADE 4</th>
<th>GRADE 8</th>
<th>GRADE 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enlarging the pictures for a student with limited vision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing colored pictures or photographs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing real objects from the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allowing student to use assistive devices/supports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompting after a delay with no response</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ELOS test items are also standardized but offer increased support and flexibility. The ELOS items are available for students who meet the criteria explained below.

Allowable Accommodations for Expanded Levels of Support Items

<table>
<thead>
<tr>
<th>SUPPORT LEVEL/SCORE</th>
<th>SUPPORT USES OR DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessor uses full physical contact to elicit student response.</td>
</tr>
<tr>
<td>2</td>
<td>Assessor uses partial physical contact to elicit student response.</td>
</tr>
<tr>
<td>3</td>
<td>Assessor uses visual, verbal, and/or gestural prompts to elicit student response.</td>
</tr>
<tr>
<td>4</td>
<td>Student independently responds; no contact and no prompting required.</td>
</tr>
</tbody>
</table>
English Language Proficiency (ELP) Assessment

Students in grades Kindergarten through 12 who have been formally identified as limited English proficient (LEP) students must be assessed annually to monitor their progress in acquiring academic English. Alaska’s English language proficiency (ELP) assessment, WIDA’s computer-based ACCESS for ELLs 2.0, is based on Alaska’s English Language Proficiency Standards. It is a tool used to assess the proficiency levels of LEP students’ receptive and productive skills in English in the areas of Listening, Speaking, Reading and Writing. The English language proficiency assessment focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. Assessment administration information is available at http://wida.us/assessment/ACCESS/.

For the purposes of this guide, the term English language learner (ELL) refers to currently identified LEP students, not former LEP students.

Test administration procedures/supports
Test administration procedures and supports provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs 2.0 can be administered most effectively. These procedures and supports are available to all students, as needed, for the online and paper-based tests provided that all security conditions are met.

Administration procedures/supports do not change what items are designed to measure, nor the way test scores are interpreted. These supports are intended to diminish barriers and maximize opportunities for all ELLs to demonstrate their English language proficiency.

Accessibility tools
Accessibility tools are available to all ELLs taking ACCESS for ELLs 2.0. Accessibility tools may either be embedded in the online test or provided by test administrators for online or paper-based tests. Accessibility tools do not require specific designation prior to testing in order to be made available to the student during testing.

Accommodations
Accommodations are available only to ELLs with disabilities when listed in an approved IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELLs 2.0 meaningfully and appropriately. Accommodations are intended to provide testing conditions that (a) do not result in changes in what the test measures, (b) provide comparable test results to those students who do not receive accommodations, and (c) do not affect the validity and reliability of the interpretation of the scores for their intended purposes.

Embedded and Non-embedded Accommodations
Accommodations may be embedded in and delivered within the online test platform, or non-embedded and delivered by a test administrator.

Non-embedded Accommodations are those that are outside of the technology. For example, a scribed response or use of Assistive Technology.

Embedded Accommodations are those that are within the test engine. They are activated for an individual student via the WIDA Assessment Management System (AMS).
Test Administration Procedures/Supports for ACCESS for ELLs 2.0 Online or Paper-Based Assessment

The following list of ELP test administration procedures/supports are available to all ELLs.

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read and repeat test directions by test administrator</td>
<td>• Student reads test aloud to self (but must not disturb or interfere with other test takers)</td>
</tr>
<tr>
<td>• Explain/clarify test directions in English by test administrator</td>
<td>• Test administrator monitors placement of responses on screen or in test booklet</td>
</tr>
<tr>
<td>• Clarify test directions in student’s native language by test administrator (per availability and local policy)</td>
<td>• Student provides hand written response to the online Writing test instead of a keyboarded response, based on the student’s need</td>
</tr>
<tr>
<td>• Provide verbal praise or tangible reinforcement to a student</td>
<td></td>
</tr>
<tr>
<td>• Verbally redirect student’s attention to test, in English or in student’s native language</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESTING ENVIRONMENT/SETTING SUPPORTS</th>
<th>FLEXIBLE TIMING/SCHEDULING SUPPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administered:</td>
<td>• Frequent or additional supervised breaks</td>
</tr>
<tr>
<td>• By school personnel familiar to student (if trained and certified to administer ACCESS for ELLs 2.0)</td>
<td>• Test administered in short segments (i.e., administer brief section of each test at a time)</td>
</tr>
<tr>
<td>• In a small group</td>
<td></td>
</tr>
<tr>
<td>• In a separate room</td>
<td></td>
</tr>
<tr>
<td>• With preferential or adaptive seating, including study carrel</td>
<td></td>
</tr>
<tr>
<td>• In a space with special lighting and/or special acoustics</td>
<td></td>
</tr>
<tr>
<td>• With adaptive or specialized furniture or equipment</td>
<td></td>
</tr>
</tbody>
</table>
Accessibility Tools for ACCESS for ELLs 2.0 Online Assessment

These **Accessibility tools (available to all ELLs) do not need to be pre-selected for online testing** via the student record in the WIDA Assessment Management System (AMS).

### TABLE 10 Accessibility Tools  Embedded and Non-embedded

<table>
<thead>
<tr>
<th>ASSESSIBILITY TOOL</th>
<th>TOOL DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlight tool</td>
<td>A tool which the student can use to mark specific text with a yellow color.</td>
</tr>
<tr>
<td>Line guide</td>
<td>A tool which the student can use to guide his or her eyes while reading text on the computer screen.</td>
</tr>
<tr>
<td>Screen magnifier</td>
<td>A tool which the student can use to increase the screen size by 1.5x or 2.0x.</td>
</tr>
<tr>
<td>Sticky Notes</td>
<td>A tool which the student can use to make notes to assist in responding to Writing items. This tool is only available on the Writing test.</td>
</tr>
<tr>
<td>Color contrast</td>
<td>A tool which the student can use to select from a variety of background/text color combinations. Remains selected until turned off.</td>
</tr>
<tr>
<td>Color overlay</td>
<td>A tool which the student can use to change the background color that appears behind text, graphics, and response areas. Remains selected until turned off.</td>
</tr>
</tbody>
</table>

**Provided by Test Administrator**

| Color overlay      | Submit with test materials or dispose of according to state policy. |
| Color overlay      | A tool which the student can use as a separate color/acetate transparency that can be placed across computer screen. |
| Audio aides        | Tools include amplification devices, noise buffers, or white noise machines. |

Embedded Accommodations for ACCESS for ELLs 2.0 Online Assessment

All accommodations provided must be based on student need as documented in the IEP or 504 Plan.

### TABLE 11 Accommodations  Embedded

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>ACCOMMODATION DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual control of item audio</td>
<td>Play button is controlled by the student one time. Once initiated, the audio cannot be paused or stopped. <strong>Not allowed for Reading.</strong></td>
</tr>
<tr>
<td>Repeat item audio</td>
<td>Listening audio may be repeated only one time. Writing and Speaking audio (where available) can be repeated multiple times. A repeat button will be available on the screen.</td>
</tr>
<tr>
<td>Extended Speaking test response time</td>
<td>Student is provided up to twice the recommended testing time for speaking.</td>
</tr>
</tbody>
</table>

For ELLs with disabilities, as documented in the IEP or 504 Plan.

These embedded accommodations must be activated within the WIDA AMS.
Accommodations for ACCESS for ELLs 2.0 Online Assessment

**TABLE 12** Accommodations Non-embedded Provided by Test Administrator

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>ACCOMMODATION DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreter signs test directions in ASL</td>
<td>No part of the actual test (including directions or prompts within test items) may be signed to a student.</td>
</tr>
<tr>
<td>Scribed response</td>
<td>Responses must be scribed verbatim onscreen at the time of testing. Scribing guidelines must be followed.</td>
</tr>
<tr>
<td>Word processor or similar keyboarding device to respond to test items</td>
<td>Student responds using stand-alone (i.e., external) word processing or similar keyboarding device. For Writing test, spell- and grammar-checker, dictionary/thesaurus, and access to Internet must be turned off. Responses must be transcribed verbatim onscreen.</td>
</tr>
<tr>
<td>Student responds using external augmentative and alternate communication device or software</td>
<td>Student responds orally using alternate augmentative communication (AAC) device or software that is outside of the test platform. Spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off. Responses must be transcribed verbatim onscreen. Test content on the recording device must be deleted immediately after transcription.</td>
</tr>
<tr>
<td>Student uses assistive technology (AT) to respond to test items</td>
<td>AT must be compatible with or external to the test platform. AT is generally for non-communication-related support. Device must not interfere with measurement of the assessment constructs.</td>
</tr>
<tr>
<td>Read aloud and repeat Listening test response options by human reader</td>
<td>The reader should read text exactly as it appears on screen. Reader may repeat listening item response options (i.e., answer choices) on screen only one time. <strong>Not allowed for Reading.</strong></td>
</tr>
<tr>
<td>Extended testing of a domain over multiple days</td>
<td>The test must be paused before exiting to save student responses. If end/exit is used, the test will need to be reactivated with a new test ticket.</td>
</tr>
</tbody>
</table>

Refer to the *WIDA Accessibility and Accommodations Descriptions and Guidelines* for details on the use of these supports.
Accessibility Tools for ACCESS for ELLs 2.0 Paper-Based Assessment

The following Accessibility Tools are available to all ELLs taking ACCESS for ELLs Paper-Based assessment. Accessibility tools do not need to be pre-selected for this test.

<table>
<thead>
<tr>
<th>ASSESSIBILITY TOOL</th>
<th>TOOL DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Aides</td>
<td>Tools may include amplification devices, noise buffers, or white noise machines.</td>
</tr>
<tr>
<td>Highlighters, colored pencils, or crayons</td>
<td>Tools which the student can use to mark specific text the test booklet.</td>
</tr>
<tr>
<td>Place marker or tracking device</td>
<td>A tool which the student can use to guide his or her eyes while reading text.</td>
</tr>
<tr>
<td>Low-vision aids or magnification devices</td>
<td>A tool which the student can use to increase the size of graphics and text in the test booklet.</td>
</tr>
<tr>
<td>Color Overlay</td>
<td>A tool (such as a color acetate transparency) which the student can place over the test booklet page.</td>
</tr>
<tr>
<td>Equipment or technology that the student uses for tests and classroom work</td>
<td>Tools include adapted pencil, (altered size or grip), slant board, wedge, etc.</td>
</tr>
<tr>
<td>Scratch/blank paper (including lined or graph paper)</td>
<td>Submit with test materials or dispose appropriately.</td>
</tr>
</tbody>
</table>

Refer to the WIDA Accessibility and Accommodations Descriptions and Guidelines for details on the use of these supports.
Accommodations for ACCESS for ELLs Paper-Based Assessment

All accommodations provided must be based on student need as documented in the IEP or 504 Plan.

**TABLE 14 Accommodations** Provided by Test Administrator

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>ACCOMMODATION DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreter signs test directions in ASL</td>
<td>No part of the actual test (including embedded directions or prompts within test items) may be signed to a student.</td>
</tr>
<tr>
<td>Large print version of test</td>
<td>For students where the online magnification tool is not sufficient. Font size is 18 point. Responses must be transcribed verbatim into test booklet by test administrator.</td>
</tr>
<tr>
<td>Braille version of test</td>
<td>Test administrator must determine version of braille (contracted or uncontracted) when ordering. Responses must be transcribed verbatim into test booklet by test administrator.</td>
</tr>
<tr>
<td>Student response using a braille writer or braille note-taker</td>
<td>Responses must be transcribed verbatim into test booklet by test administrator.</td>
</tr>
<tr>
<td>Scribed response</td>
<td>Responses must be transcribed verbatim into test booklet by test administrator. Scribing guidelines must be followed.</td>
</tr>
<tr>
<td>Student uses assistive technology (AT) to respond to test items</td>
<td>AT must be compatible with or external to the test platform. AT is generally for non-communication-related support. Device must not interfere with measurement of the assessment constructs.</td>
</tr>
<tr>
<td>Student responds orally using external augmentative and alternate communication (AAC) device or software</td>
<td>AAC device or software must be compatible with or external to the test platform. Other programs or features (spell check, dictionary/thesaurus) must be turned off. Responses must be transcribed verbatim into test booklet by test administrator.</td>
</tr>
<tr>
<td>Keyboarding or recording device to respond to test items</td>
<td>Other programs or features (spell check, dictionary/thesaurus) must be turned off. Responses must be transcribed verbatim into test booklet by test administrator.</td>
</tr>
<tr>
<td>Student responds using a recording device, which is played back and transcribed by student</td>
<td>Responses must be transcribed verbatim onscreen or in test booklet as soon as possible after the test is administered. The device with recorded answers must be stored in a secured, locked location. Test content on the recording device must be deleted once responses have been transcribed.</td>
</tr>
<tr>
<td>Extended testing of a domain over multiple days</td>
<td>Test administrator must follow security measures for this accommodation.</td>
</tr>
<tr>
<td>Read aloud and repeat test items by human reader</td>
<td>The reader reads text from a script. For Listening and Speaking, a recording script can be special ordered. For Writing, test administrator reads aloud from test booklet—according to Tier. Consult the Accessibility and Accommodation Guidelines for specific guidelines for human readers. <strong>Not allowed for Reading.</strong></td>
</tr>
<tr>
<td>Media-delivered audio via CD</td>
<td>The test administrator plays the track on the CD. <strong>Listening audio can be replayed only once.</strong> Writing and Speaking audio can be repeated multiple times. <strong>Not allowed for Reading.</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Students with significant cognitive disabilities who cannot participate fully in the regular ELP assessment, with or without accommodations, may be eligible to take the Alternate ELP assessment if they meet the required criteria. Assessment administration information is available at [http://www.wida.us/assessment/alternateaccess.aspx](http://www.wida.us/assessment/alternateaccess.aspx).
National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America’s students in grades 4, 8, and 12 conducted by the National Center for Education Statistics (NCES). Results are only given at the state-level; no school or student results are provided. Only students with disabilities who participate in the Alaska Alternate Assessment based on alternate achievement standards will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP’s goal is to include as many students with disabilities and/or limited English proficiency as possible; therefore, NAEP’s advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English language learners. The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most English language learners (ELL) will be included on the NAEP. Only English language learners who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other English language learners should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student’s accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found at http://education.alaska.gov/tls/assessment/naep.html. If you have questions about the NAEP accommodations, please contact the NAEP State Coordinator at 907-465-8729.
Alaska statute 14.03.075 requires all students to take a college-readiness or career-readiness assessment (CCRA) to earn a high school diploma in addition to meeting all local and state credit requirements. The approved college-readiness assessments are the ACT and the SAT; the approved career-readiness assessment is WorkKeys.

As stated in 4 AAC 06.717, the Department of Education & Early Development (EED) will pay for one administration of one assessment for every grade 11 student. Grade 12 students who did not have the opportunity to take the assessment in grade 11 may also have one paid administration.

Districts must administer the career-readiness assessment and one or both of the college-readiness assessments. Students are only required to take one CCRA; students choose between the career-readiness assessment (WorkKeys) and the provided college-readiness assessment(s) (ACT and/or SAT). The assessments must be provided on school days in session; provisions for taking the test on a National Test Day are also available.

WorkKeys, ACT, and SAT assessments each have distinct registration, administration, and accommodations policies as determined by the testing company. Educators are encouraged to refer to the assessment website for the most up-to-date information.
## SAT Assessment

Developed by the College Board, the SAT is a national college admissions test that provides college-readiness information to students, families, and colleges. The SAT is an aptitude test which assesses reasoning and verbal abilities. Under the current SAT, students are required to take four sections: Mathematics, Critical Reading, Writing, and an Essay. Under the redesigned SAT (starting in March 2016), students are required to take three sections: Reading, Writing and Language, and Math, with an optional Essay.

<table>
<thead>
<tr>
<th>Component</th>
<th>Time Allotted (minutes)</th>
<th>Number of Questions/Tasks</th>
<th>Component</th>
<th>Time Allotted (minutes)</th>
<th>Number of Questions/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading</td>
<td>70</td>
<td>67</td>
<td>Reading</td>
<td>65</td>
<td>52</td>
</tr>
<tr>
<td>Writing</td>
<td>60</td>
<td>49</td>
<td>Writing and Language</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>Essay</td>
<td>25</td>
<td>1</td>
<td>Essay (optional)</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70</td>
<td>54</td>
<td>Mathematics</td>
<td>80</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>225</strong></td>
<td><strong>171</strong></td>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>154</strong></td>
</tr>
</tbody>
</table>

### CATEGORY

<table>
<thead>
<tr>
<th><strong>CURRENT SAT</strong></th>
<th><strong>REDESIGNED SAT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Testing Time*</td>
<td>3 hours and 45 minutes</td>
</tr>
</tbody>
</table>
| Components       | 1. Critical Reading  
|                  | 2. Writing          
|                  | 3. Mathematics      
|                  | 4. Essay            |
| Important Features | • Emphasis on general reasoning skills  
|                  | • Emphasis on vocabulary, often in limited contexts  
|                  | • Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores)  |
| Essay            | • Required and given at the beginning of the SAT  
|                  | • 25 minutes to write the essay  
|                  | • Tests writing skill; students take a position on a presented issue  |
| Score Reporting* | • Scale ranging from 600 to 2400 Critical Reading; 200 to 800 Mathematics; 200 to 800 Writing  
| *Redesigned SAT scores subject to research | • Scale ranging from 400 to 1600  
|                  | • Scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three dimensions for Essay  
|                  | • Essay results reported separately  |
| Subscore Reporting | None |
|                  | Subscores for every test, providing added insight for students, parents, admission officers, educators, and counselors  |

*Redesigned SAT testing time subject to research  

*Redesigned SAT scores subject to research  

Total (230 with Essay)  

155 (155 with Essay)
**SAT Accommodations Policy**

If a student has a documented disability, the student may be eligible for accommodations on SAT tests. Specific information is available from the test vendor. Students are required to apply and provide documentation. The College Board’s request process can take up to seven weeks. Documentation of the student’s disability and need for specific accommodations is required and submitted for College Board review. Further information about the approval process is available at [https://www.collegeboard.org/students-with-disabilities](https://www.collegeboard.org/students-with-disabilities).

American College Testing (ACT) Assessment

The ACT is a national college admissions test that provides college-readiness information to students, families, and post-secondary institutions. There are four required subtests: English, Mathematics, Reading, Science, and an optional Writing test.

<table>
<thead>
<tr>
<th>Section</th>
<th>Questions</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>75</td>
<td>45 min</td>
<td>Measures standard written English and rhetorical skills.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60</td>
<td>60 min</td>
<td>Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.</td>
</tr>
<tr>
<td>Reading</td>
<td>40</td>
<td>35 min</td>
<td>Measures reading comprehension.</td>
</tr>
<tr>
<td>Science</td>
<td>40</td>
<td>35 min</td>
<td>Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.</td>
</tr>
<tr>
<td>Optional Writing Test</td>
<td>1 prompt</td>
<td>40 min</td>
<td>Measures writing skills emphasized in high school English classes and in entry-level college composition courses.</td>
</tr>
</tbody>
</table>

**ACT–Approved Accommodations:**

ACT has established policies regarding documentation of an applicant’s disability and the process for requesting accommodations. Further details are available at [http://www.actstudent.org/regist/disab](http://www.actstudent.org/regist/disab).

If a student currently receives accommodations in school due to a professionally diagnosed and documented disability, documentation must be submitted to ACT to request accommodations. ACT’s request process can take up to seven weeks.

The ACT and ACT Plus Writing are offered only in English. Accommodations (including extended time) are not available solely on the basis of limited English proficiency.

Students who take the ACT In-School Online assessment will need to apply for ACT–Approved Accommodations using the same process. Some accommodations are only available on the paper/pencil assessment, as determined by ACT.

**State-Allowed Accommodations:**

Students who are denied an ACT-Approved accommodation that they typically receive in school or do not meet the eligibility requirements for an ACT-Approved accommodation should be considered for a State-Allowed accommodation. Refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at [http://education.alaska.gov/tls/assessment/accommodations.html](http://education.alaska.gov/tls/assessment/accommodations.html) for further information. Please note that scores from State-Allowed administrations may only be used for state and district purposes; they will not be reported to colleges and other entities.
WorkKeys Assessment

WorkKeys is a career skills assessment. The three required assessments given to students consist of Applied Mathematics, Locating Information, and Reading for Information.

<table>
<thead>
<tr>
<th>Applied Mathematics</th>
<th>33 items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55 minutes (WorkKeys Internet Version)</td>
</tr>
<tr>
<td></td>
<td>45 minutes (Paper-and-pencil)</td>
</tr>
</tbody>
</table>

This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.

This test is designed to be taken with a calculator. A formula sheet that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through.

<table>
<thead>
<tr>
<th>Locating Information</th>
<th>38 items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55 minutes (WorkKeys Internet Version)</td>
</tr>
<tr>
<td></td>
<td>45 minutes (Paper-and-pencil)</td>
</tr>
</tbody>
</table>

The Locating Information test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

The skill people use when they locate, synthesize, and use information from workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges is a basic skill required in today’s workforce.

<table>
<thead>
<tr>
<th>Reading for Information</th>
<th>33 items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55 minutes (WorkKeys Internet Version)</td>
</tr>
<tr>
<td></td>
<td>45 minutes (Paper-and-pencil)</td>
</tr>
</tbody>
</table>

The Reading for Information test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.

Allowable Accommodations for WorkKeys

The Department of Education & Early Development has developed State-allowable accommodations on the WorkKeys Assessment to assist school districts with selecting accommodations for students with disabilities and identified LEP students prior to testing with WorkKeys. ACT has provided guidance in the ACT WorkKeys Supervisor’s Manual for State Testing—Special Testing. The below State-allowable accommodations should only be used when selecting accommodations for students with disabilities and identified LEP students for WorkKeys testing during the approved Alaska testing window. Refer to the Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment at http://education.alaska.gov/tls/assessment/accommodations.html for further information. These same accommodations and State-allowable accommodations may not be available for any other agencies or testing formats. In the event of any discrepancy between State-allowable accommodations and the ACT WorkKeys Supervisor’s Manual for State Testing Special Testing, the ACT WorkKeys Supervisor’s Manual for State Testing Special Testing, as amended from time to time, will control.

IEP, 504, and LEP teams should become familiar with the column headings in the tables below during the selection process. Both Internet Testing and Paper/Pencil Event Testing ad-
ministration are represented. The letter “I” for Internet Testing and/or “P” for Paper/Pencil Event Testing is printed in the WorkKeys Eligible and/or State–allowable columns indicating the accommodation is allowed. WorkKeys reportable scores and National Career Readiness Certificates (NCRCs) will be issued for students using the accommodation if it is marked in the appropriate column. The NCRC is contingent on the student’s level score. A blank in any column indicates not allowable or consequences apply. **Both WorkKeys Eligible and State–allowable accommodations must be administered according to the special criteria noted on the tables and WorkKeys Supervisor’s Manual for State Testing Special Testing.**

**Note:** Manipulatives for WorkKeys tests are not eligible accommodations. Other accommodations in the tables that are grayed out are not allowable or applicable accommodations for WorkKeys, and if used may invalidate the assessment.
Accommodations for Students with Disabilities for WorkKeys

Applies to students on an IEP/504 and Transitory Impairment Plans

### TIMING/SCHEDULING

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE FORMS</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
</table>
| Allowing frequent breaks during testing.                                      | I/P               | I/P             | ■                | ■    | • Only individual testing  
|                                                                                |                   |                 |                  |      | • Internet Testing—only between Assessments—no stop-the-clock breaks  
|                                                                                |                   |                 |                  |      | • WorkKeys Paper/Pencil use codes for stop-the-clock breaks.  
|                                                                                |                   |                 |                  |      | • Must use accommodated form only  
| Allowing additional testing time.                                             | I/P               | I/P             | ■                | ■    | • Only individual/small cluster testing  
|                                                                                |                   |                 |                  |      | • Must use accommodated form only  
| Administering at a time of the day most beneficial to the student.            | I/P               | I/P             | ■                | ■    | • May be administered at any time during school day  
|                                                                                |                   |                 |                  |      | • Must use accommodated form only  
| Administering the test over several days completing the testing on or before  |                   |                 |                  |      |                                                                                                                                                                   |
| the last day of the test window.                                              |                   |                 |                  |      |                                                                                                                                                                   |

### SETTING

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE FORMS</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administering the test individually in a separate location.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Administering the test to a small group in a separate location.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Providing special lighting.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Providing adaptive or special furniture.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Providing special acoustics.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
</tbody>
</table>
| Administering the test in locations with minimal distractions (e.g., small    | I/P               | I/P             | ■                | ■    | • Study carrel must be observable  
| group, study carrel, or individually).                                       |                   |                 |                  |      | • Room supervisor must be able to view student and work area at all times  
| Using a communication device such as auditory amplification to give           | I/P               | I/P             | ■                | ■    |                                                                                                                                                                    |
| directions.                                                                  |                   |                 |                  |      |                                                                                                                                                                    |
| Using a specific test proctor (e.g. examinee’s regular or special education   | I/P               | I/P             | ■                | ■    | • Proctor must meet all ACT, Inc.’s staffing requirements in Supervisor’s Manual  
| teacher).                                                                    |                   |                 |                  |      |                                                                                                                                                                    |
| Preferential seating.                                                        | I/P               | I/P             | ■                | ■    |                                                                                                                                                                    |
| Support of physical position of student by increasing or decreasing          | I/P               | I/P             | ■                | ■    |                                                                                                                                                                    |
| opportunity for movement.                                                    |                   |                 |                  |      |                                                                                                                                                                    |
| Using a checklist to remind student of tasks to be completed.                | I/P               | I/P             | ■                | ■    |                                                                                                                                                                    |
### PRESENTATION: Test Directions

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the Braille edition or large print (20 font) edition, which are provided by the test contractor.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td>• Must use accommodated form only</td>
</tr>
<tr>
<td>Signing the verbal instructions to the student.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td>• May use American Sign Language or Exact English Signing</td>
</tr>
<tr>
<td>Allowing student to ask for clarifications on test directions.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Clarifying directions by having student restate them.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Reading, and re-reading if requested, embedded directions.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td>• Only individual/small cluster testing</td>
</tr>
<tr>
<td>Providing written version of verbal instructions.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Presenting directions through use of projection equipment.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Providing highlighted words in embedded directions.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Writing helpful verbs from the directions on the board, or on a separate piece of paper.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
</tbody>
</table>

### PRESENTATION: Test Items

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading or signing math, science, and/or writing items on the state required assessments to student. (Signing is allowed as long as the sign does not cue the correct response to a question.)</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td>• Only individual testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• All signing must be Exact English Signing only</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Must use/order Reader Script</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• All WorkKeys tests may be read or signed aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Must use accommodated form only</td>
</tr>
<tr>
<td>Reading or signing multi–step math, science, or writing test items one step at a time. (Signing is allowed as long as the sign does not cue the correct response to a question.)</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td>• Only individual testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• All signing must be Exact English Signing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Must use/order Reader Script</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• All WorkKeys tests may be read or signed aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Must use accommodated form only</td>
</tr>
<tr>
<td>Using test contractor signing DVD.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• DVD does not exist</td>
</tr>
<tr>
<td>Using test contractor audio version.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td>• Refer to Supervisor’s Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Must use/order Audio DVD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Must use accommodated form only</td>
</tr>
<tr>
<td>Reading or signing multi–step math, science, or writing test items one step at a time. (Signing is allowed as long as the sign does not cue the correct response to a question.)</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td>• Only individual testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• All signing must be Exact English Signing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Must use/order Reader Script</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• All WorkKeys tests may be read or signed aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Must use accommodated form only</td>
</tr>
</tbody>
</table>
### PRESENTATION: Test Items (cont.)

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisting student in tracking or sequencing test items.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Providing detailed monitoring to ensure student marks responses in correct answer area.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Turning pages for student.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Masking portions of the test to direct attention to uncovered items.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using color screens to direct attention to specific sections on a page.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Allowing student to highlight words except in answer document area.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
</tbody>
</table>

### PRESENTATION: Use of Assistive Devices/Supports

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td>• Refer to Supervisor’s Manual for list of approved calculators</td>
</tr>
<tr>
<td>Using visual magnification devices.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using templates to reduce visible print.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using auditory amplification device, hearing aid, or noise buffers.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Securing papers to work area with tapes/magnets.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td>• Tape or other adhesive on the answer document will make the test unscorable</td>
</tr>
<tr>
<td>Using a device to screen out extraneous sounds (does not include music devices).</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using adaptive equipment to deliver test (requires consultation with the department for security reasons).</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using masks or markers to maintain place.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using special pen or pencil such as felt-tip marker or ink pen.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td>• Responses must be transcribed</td>
</tr>
<tr>
<td>Using an adaptive keyboard.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using math manipulatives.</td>
<td>I/P</td>
<td></td>
<td>■</td>
<td>■</td>
<td>• Only individual/small group testing</td>
</tr>
</tbody>
</table>

I = Internet Testing  
P = Paper/Pencil Testing  
■ = Allowable  
Gray = Not Allowable
## RESPONSE: Test Format

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using graph paper.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Allowing students to mark responses in test booklet if test employs a separate answer sheet.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Providing student with additional room for writing response.</td>
<td>P</td>
<td>P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using color visual overlays.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using ruler or object to maintain place in test.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Using shield to reduce glare.</td>
<td>I/P</td>
<td>I/P</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
</tbody>
</table>

## RESPONSE: Use of Assistive Devices/Supports

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
</table>
| Allowing student to tape response for later verbatim transcription. | P | P | ■ | ■ | • Only individual testing  
• Must use accommodated form only  
• Responses must be transcribed |
| Using computer without spell or grammar Checker. | P | P | ■ | ■ | • Only individual testing  
• Must use accommodated form only  
• Responses must be transcribed |
| Dictating to a scribe for all tests. | I/P | I/P | ■ | ■ | • Only individual testing  
• If extended time applies, order an accommodated form  
• Reference scribe procedures in the *Handbook for the Participation Guidelines* |
| Allowing alternative responses such as oral, sign, typed, pointing. | I/P | I/P | ■ | ■ | • Only individual testing  
• If extended time applies, order an accommodated form  
• Reference scribe procedures in the *Handbook for the Participation Guidelines* |
| Using a Brailler. | P | P | ■ | ■ | • Must use accommodated form only  
• Responses must be transcribed |
| Using a specially-designed #2 pencil. | I/P | I/P | ■ | ■ |
## DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

<table>
<thead>
<tr>
<th>STATE-ALLOWABLE ACCOMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref Materials</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable.</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td>Only individual/small cluster testing</td>
</tr>
<tr>
<td>Test Directions</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide written version of written/oral test directions</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td>Only individual testing</td>
</tr>
<tr>
<td>Read aloud and/or repeat written and/or oral test directions</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td>Only individual testing</td>
</tr>
<tr>
<td>Provide test contractor audio version.</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>Refer the Supervisor’s Manual</td>
</tr>
<tr>
<td>Read aloud, and repeat if requested: writing, math, and/or science test items in English</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>Only individual testing</td>
</tr>
<tr>
<td>Provide the native language word for an unknown word in a test item, when requested by student.</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>Only individual testing</td>
</tr>
<tr>
<td>Allow the student to respond orally to constructed response items.</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>Only individual testing</td>
</tr>
</tbody>
</table>

## INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

<table>
<thead>
<tr>
<th>STATE-ALLOWABLE ACCOMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide extended time.</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td>Only individual/small group testing</td>
</tr>
<tr>
<td>Provide scheduled breaks as needed during testing.</td>
<td>I/P</td>
<td></td>
<td></td>
<td></td>
<td>Only individual testing</td>
</tr>
<tr>
<td>Flexible Schedule: Administer the test over several days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Only individual testing</td>
</tr>
</tbody>
</table>

## TEST ADMINISTRATION PRACTICES

<table>
<thead>
<tr>
<th>STATE-ALLOWABLE ACCOMODATIONS</th>
<th>WORKKEYS ELIGIBLE</th>
<th>STATE ALLOWABLE</th>
<th>REPORTABLE SCORES</th>
<th>NCRC</th>
<th>SPECIAL CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer the test individually.</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administer the test to small groups in a separate location.</td>
<td>I/P</td>
<td>I/P</td>
<td></td>
<td></td>
<td>Only individual testing</td>
</tr>
</tbody>
</table>
Appendix A: Common Allowable Accommodations for the AMP

This accommodations appendix is not an exhaustive list of the allowable accommodations for students with disabilities for the AMP assessment. To determine whether an adaptation not found in this document is an accommodation or modification, refer to the procedure outlined in the Introduction to Participation in Assessments and Student Supports section of this document.

Common Accommodations Allowed for AMP Computer-Based or Paper-Based Assessment (ELA, Math, Science):

- Frequent or additional breaks
- Providing special lighting
- Preferential seating
- Support of physical position of student by increasing or decreasing opportunity for movement
- Using a student-generated checklist as a reminder of tasks to be completed
- Presenting directions through the use of projection equipment
- Extended testing time (one section taken over multiple days)
- Administering at a time of day most beneficial to the student
- Using an adaptive keyboard or computer with all other programs and features turned off
- Using color visual overlays
- Using shield to reduce glare
- Dictating to a scribe (see TAD for specific guidelines)
- Write helpful verbs from the directions on the board or a separate piece of paper

Common Accommodations Allowed Specific to AMP Paper-Based Administration:

- Turning pages for student
- Using a Brailier
- Providing highlighted words in embedded directions
- Using adaptive devices, equipment or furniture. Some adaptive devices by require a scribe to transcribe student responses verbatim into the test booklet.
- Using auditory amplification device
- Providing detailed monitoring, individually or in a small group, to ensure student marks responses in correct answer area.
The following are examples of modifications that are not allowed for testing. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELLs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets
- Use of a calculator on items where it is not permitted
- Proctors providing synonyms for unknown words
Appendix C: Acronyms and Definitions

**AA** – Alternate Assessment  
**ADA** – Americans with Disabilities Act of 2008  
**AMP** – Alaska Measures of Progress, Alaska’s assessment that is designed to measure student growth and achievement in the Alaska English Language Arts, Mathematics, and Science Standards  
**CBA** – Computer-based Assessment  
**CCRA** – College and Career-Readiness Assessments  
**COA** – Certificate of Achievement, a certificate for students on an alternate assessment or who are unable to fulfill all requirements to receive a diploma  
**DLM** – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities  
**EED** – Alaska State Department of Education and Early Development  
**ELA** – English Language Arts  
**ELLS** – English language learners  
**ELP** – English language proficiency  
**ESEA** – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education  
**ESER** – Evaluation Summary and Eligibility Report, a special education eligibility report  
**FC** – First Contact survey, an initial placement survey for the computer-based Alternate Assessment  
**IDEA** – Individuals with Disabilities Education Improvement Act of 2004  
**IEP** – Individualized Education Program, individualized education plans for students with disabilities  
**LEP** – Limited English proficient, a formally identified English language learner  
**NAEP** – National Assessment of Educational Progress  
**NAGB** – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment  
**NCES** – National Center for Education Statistics, conducts NAEP  
**NCLB** – No Child Left Behind Act of 2001  
**NCRC** – National Career Readiness Certificates, a WorkKeys certificate documenting a student’s level of career readiness  
**PBA** – Paper-based assessment  
**PLAAFP** – Present Levels of Academic Achievement and Functional Performance, a section within the IEP that documents the student’s academic and functional skills and knowledge  
**PNP** – Personal Needs and Preferences, student supports that are selected in a computer-based assessment system prior to testing, for AMP and AA  
**SBA** – Standards-Based Assessment
Shawn,

Please see attached comment on proposed regulation:
4 AAC 06.775 (a)

Lucy Hope
Director, Student Support Services

Mat-Su Borough School District
501 N. Gulkana
Palmer, AK 99645

(907) 761-4068 (phone)
(909) 761-4089 (fax)

Disclaimer Notice: This email and any attachments to it may be confidential and are intended solely for the use of the individual to whom it is addressed. Any views or opinions expressed are solely those of the author and do not necessarily represent those of the Matanuska-Susitna Borough School District. If you are not an intended recipient for this email, you are hereby notified that this is not a waiver of confidentiality and that you must not take any action based upon its contents, and any dissemination, distribution, or copying of this information is strictly prohibited.

If you believe you have received this information in error, please notify the sender immediately by reply email and immediately delete this message from your system.
Mr. Mike Hanley, Commissioner  
Department of Education and Early Development  
State of Alaska  
801 West 10th Street, Suite 2002  
Juneau, Alaska 99801-0500  

October 30, 2015  

Dear Commissioner Hanley,  

This comment is in reference to the proposed regulation change to 4 AAC 06.775 (a); “Adopt by reference the most recent edition of the publication Participation Guidelines for Alaska Students In State Assessments, that of December 2015, which has been updated to reflect changes in assessments for English language proficiency and science.”  

The Mat-Su Borough School District supports this adoption; however wishes to comment on the scope of work and expense to districts in this adoption.  

It is understood that as statutes are brought into law and regulations are adopted, there is a need for districts to have clear guidance in implementing these changes. The newest version of the Participation Guidelines is this guidance. While the guidance is necessary, it needs to be recognized that the resulting guidelines, a 51 page book, must be implemented into each set of forms (electronic or paper) that a district uses to write IEPs, plans for English Language Learners, and 504 Plans. In addition, districts now need to document, for non-IEP students, a need for specified AMP Accessibility Tools. The time and expense of making these changes is considerable. In addition, we need to train our staff on these new accommodations. Following that, our staff is required to implement what they have learned into meetings with parents.
This is our second revision to the Participation Guidelines in a year; the previous version is dated December, 2014. There have been numerous revisions to this document in the past four years. These revisions create additional expenses for districts to provide staff training, revise software, and ensure that students in each grade level are being considered for appropriate accommodations for that grade’s state mandated tests.

Thank you for the opportunity to provide comment on this proposed regulation change.

Sincerely,

[Signature]

Lucy Hope
Director, Student Support Services
Mat-Su Borough School District
October 29, 2015

Commissioner Mike Hanley
Alaska Department of Education & Early Development
ATTN: Regulations Review
P.O. Box 110500
Juneau, Alaska 99811-0500

RE: Proposed Amendments to 4AAC 06.75(a) Participation Guidelines for Statewide Assessments

Dear Commissioner Hanley,

In response to the request for review and public comment to the proposed changes in Title 4 of the Alaska Administrative Code to amend 4 AAC 06, specifically to changes dealing with participation guidelines, Anchorage School District provides the following comment:

The Anchorage School District supports the proposed changes in regulation regarding Participation Guidelines for Alaska Students in State Assessments.

I appreciate the opportunity to forward our comments as they relate to the proposed changes in the Department of Education and Early Development (DEED) regulations.

Sincerely,

Ed Graff
Superintendent

cc: Michael Graham, Chief Academic Officer
    Anchorage School Board
Name: Dr. Lisa Parady  
E-Mail: lparady@alaskaacsa.org  
Telephone: 907 586-9702

I am commenting on: The Department of Education & Early Development proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code dealing with participation guidelines for statewide assessments, including the following: 1 4 AAC 06.775(a) is proposed to be changed as follows: 2 Adopt by reference the most recent edition of the publication Participation Guidelines for Alaska Students in State Assessments, that of December 2015, which has been updated to reflect changes in assessments for English language proficiency and science.

My Comments: Members of the State Board of Education:

The Alaska Superintendents Association (ASA) supports the adoption by reference of the most recent edition of the publication Participation Guidelines for Alaska Students in State Assessments, that of December 2015, which has been updated to reflect changes in assessments for English language proficiency and science.

Thank you for the opportunity to comment and thank you for your continued work to help all of our state’s children have a successful school experience.
Dear Members of the Alaska Board of Education and Early Development:

I am writing to request that the State Board table the adoption of this regulation 4 AAC 06.775(a) Changes in federal requirement, the lack of material on parent rights, and procedure questions provide the backdrop for this suggestion.

1) Since the the time this regulation was put out for comment, the Obama Administration issues new guidelines on assessments. Specifically this guideline states that assessments should not consume less than 2% of a student’s class-time.

When the performance tasks are added to the AMP, it is very clear that students in Alaska will be well beyond the guideline of 2% A casual inspection of the assessment calendar by the Alaska Department of Education for March and April shows a significant amount of assessment activity. It is highly likely that assessment activity in Alaska falls outside the 2% recommendation. The assessments are detailed in purple on the graphic below.
2) The publication titled *Participation Guidelines for Alaska Students in State Assessments* fails to address the parent's right to refuse testing and the appropriate procedure for doing so. School boards are not advised to inform parents of this right. While the AK DEED officials have indicated this would lead to systematic discrimination, this is clearly a misguided notion. The right of parents is one of the oldest rights upheld by the courts in the United States. The *Participation Guidelines* is the appropriate place to do this because it provides the widest distribution to Alaskans.

The right of a parent applies all families irrespective of their race, district, orientation, or religion. The right of parents is firmly established in case law through the application of the 14th Amendment in *Meyer v. Nebraska* and *Pierce v. Society of Sisters*. The 14th Amendment to the US Constitution and U.S. Supreme Court decisions are of heavier weight than DEED regulation. While AK DEED officials take great care to obey every other aspect of federal rules and regulations on assessments, it seems that they ignore the higher order law from the United States Constitution. While Meyer and Pierce are from the 1920s, case law has upheld the right of parents in this century. In the 2000 case of *Troxel v. Granville*, the Court ruled the "fundamental right of parents to make decisions concerning the care, custody, and control of their children," was referenced as "perhaps the oldest of the fundamental liberty interests recognized by this Court." In that decision, Justice Sandra Day O'Connor stated that "state officials must apply a strong presumption that parents' decisions about the upbringing of their children are correct,"--state officials cannot abridge parental control over child-raising based on "mere disagreement" with the parents' choices.

While DEED officials may disagree with a parent's choice to refuse the test, that right is their fundamental right. In several places in the handbook, there are references to parents being included in certain decisions regarding testing accommodations and IEPs. However, the parent's right to refuse these test is not delineated anywhere. Nor are school board officials advised to recognize this right in any of the materials related to assessment that are in the public purview.

Clearly, parents have this right to refuse assessments under existing law. By adding a section to the *Participation Guidelines* that advises parents of these rights and the procedure for refusing them would give parents across the state, provide consistent policy across districts, and extend the application of the right to refuse in a uniform fashion across the state.

Currently, there is litigation on the issue of "failure to inform" in other states. The Pacific Justice Institute and Concerned Parents of California against Conejo Valley Unified School District and Walnut School District. It would seem prudent for the state to avoid litigation risk to include this section in the assessment booklet.
3) In general, I am skeptical of the use of "Adoption by Reference." While I certainly understand doing this for administrative ease, I am concerned that this may limit the ability of the Alaska Board of Education to oversee the assessment process. There clearly needs to be some kind of language that allows for revision changes and the ability of the board to revise this document. It is unclear if this is possible if this regulation is approved, but discussion of that issue should occur for future reference. While I certainly don't think there is any Machiavellian intent of the current board or commissioner, rules that are written and adopted will also apply to future boards and commissioners. Procedural clarity is certainly a fair topic for discussion among board members.

Sincerely,

Barbara Haney, Ph.D.
North Pole, Alaska
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item: 12A

ISSUE
The board is being asked to open a period of public comment on regulations adopting new Arts Standards.

BACKGROUND

- As part of the Teaching & Learning Support report for the board meeting on December 5, 2014, the board was made aware that the department would be supporting a request from the Alaska Arts Education Consortium Board of Directors to revise the Alaska Arts Content Standards, which were adopted in 1996.

- The department’s support for this work was based on the following considerations:
  - The length of time since the adoption of the current arts standards (19 years);
  - Data from a 2014 survey conducted by the Alaska State Council on the Arts and completed by 75% of school districts identified updating the 1996 Fine Arts Standards as the top ranking recommendation related to arts instruction and integration in Alaskan schools;
  - The willingness of the Board of Directors of the Alaska Arts Education Consortium to volunteer time and leadership in order to revise the 1996 standards.

- A 26-member Alaska Arts Standards Task Force met in person three times and conducted numerous audio conference meetings to revise the Arts Content Standards.

- Similar to the 1996 Arts Standards, there are four overarching standards. They reflect the artistic processes of creating, presenting, responding, and connecting. Each of these process standards is supported by two or three anchor standards that describe the general knowledge and skills teachers expects students to demonstrate throughout their education and experience with the Arts, and as the arts are integrated with other content areas. The anchor standards can be applied across the five arts disciplines: visual arts, theatre, dance, music, and media arts.

- The primary differences between the current Art Standards and the revised Arts Standards are:
  - The proposed standards reflect the current vocabulary, terminology and concepts that are practiced in the visual and performing arts;
The proposed standards give districts the latitude to further define specific skills and knowledge within the arts disciplines that reflect their community values, priorities and capacities;

The proposed standards allow for the distinctions and differences among the disciplines while acknowledging common and parallel processes used in the arts;

The proposed standards and anchor standards align with basic 21st Century skills of critical thinking, collaboration, communication and creativity; and

The proposed standards are easily connected to other content area standards.

- If the revised Arts Standards are adopted, the Alaska Arts Education Consortium, Alaska State Council on the Arts, and other arts organizations statewide will identify resources and opportunities for districts to implement the Arts Standards, including professional development for K-12 teachers and administrators. Additionally, an implementation guide will be developed to provide support for applying the standards to the five arts disciplines, and for integrating the arts standards with Alaska’s English language arts and mathematics standards.

- The Arts Standards are included in a larger document, *Content and Performance Standards for Alaska Students*, which is adopted by reference in 4 AAC 14.140. The revised Art Standards, if approved, will replace the current Arts Standards in this document. Therefore, the entire document must be adopted by reference in order to approve the revised Arts Standards.

- Behind this cover memo are the proposed regulations.

- The following items can be found behind the cover memo for Agenda Item 10A: The *Content and Performance Standards for Alaska Students* document including the revised Arts Standards; and the current Arts Standards.

- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**OPTIONS**

- Open a period of public comment on the proposed regulations.
- Amend the proposed regulations and open a period of public comment.
- Seek more information.

**ADMINISTRATION’S RECOMMENDATIONS**

Open a period of public comment on the proposed regulations.
♦ SUGGESTED MOTION
I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 04.140(a)
4 AAC 04.140(a) is amended to read:

(a) The content standards for English/language arts and mathematics, as set out in the department's publication *Alaska English/Language Arts and Mathematics Standards*, [AS] revised as of June 2012, are adopted by reference. The content standards for science, geography, government and citizenship, history, Alaska history, skills for a healthy life, arts, world languages, technology, and employability, as set out in the department's publication *Alaska Standards: Content and Performance Standards for Alaska Students*, [AS] revised as of March 2016 [March 2006], are adopted by reference.

(Eff. 3/2/2000, Register 153; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 8/18/2010, Register 195; am 10/16/2012, Register 204; am ____/____/____, Register ____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.165
AS 14.03.120 AS 14.07.060
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

Agenda Item: 13A

♦ ISSUE
The board is being asked to consider the repeal of a regulation that prohibits a district from appropriating or using district money to influence the result of an election.

♦ BACKGROUND

• During the board’s business meeting of June 5, 2015, board members asked the department to bring forward an amendment of the regulation to provide clarity that the adoption of a local school board resolution in support of a ballot proposition would not violate the prohibition of the regulation. After researching the issue, the department recommends repealing 4 AAC 06.135 regarding the use of school funds to influence elections.

• The repeal of the regulation is recommended because the subject of the regulation, the use of public funds by a school district to influence the result of an election, is now regulated (subsequent to the adoption of the regulation) as part of a comprehensive set of state election funding laws. The statute that regulates a district's use of public funds to influence an election takes precedence in this situation over the state board's regulation, when they address the same subject and are in conflict.

• To explain the conflict: The state election funding law grants to school districts the right to use public money to influence the outcome of an election under certain limited circumstances. See AS 15.13.145. (A copy is attached and the limited circumstances are explained below.) The state board cannot take away that statutory right with a regulation. State law grants the right to adopt regulations to implement and clarify AS 15.13 (the chapter of the state statutes that deals with election funding) to the Alaska Public Offices Commission ("APOC").

• Under AS 15.13.145, public officials and entities may not use public money to influence an election of a candidate (emphasis added) for state or municipal office. The law specifically includes municipalities, school districts, and REAAs, other political subdivisions, and officers and employees of the various state governmental entities. To emphasize: Under this state law, which is independent of the state board's regulation, a district is prohibited from using public money to influence any election of a candidate for office.

• As to a ballot proposition or question, the state law, AS 15.13.145, prohibits public money from being used to influence an election involving a ballot proposition or question, unless the funds have been specifically appropriated for that purpose by a state law or a municipal ordinance.
• Despite the two prohibitions just noted (one complete and one that requires a specific appropriation), AS 15.13.145 allows the listed public entities and officials
  
  o to disseminate information about the time and place of an election and to hold an election; and
  
o to provide the public with nonpartisan information about a ballot proposition or question or about all the candidates seeking election to a particular public office (i.e., the governmental entity can provide educational information but cannot advocate for or against a candidate or a ballot proposition or question).

• AS 15.13.145 also requires that if an expenditure of money is authorized, as just described, by an appropriation or for allowed educational purposes and is used to influence the outcome of an election, the expenditures must be reported to the APOC.

• APOC regulations provide additional clarification: 2 AAC 50.356 allows an officer or employee of a governmental entity to use money held by the entity “to communicate about a ballot proposition if the communication is made in the usual and customary performance of the officer’s or employee’s duties.” The regulation provides further explanation of what “nonpartisan” information is and includes a definition of “money” under the regulation. Money means “government money, government property and assets, and the use of property, assets, or human resources belonging to a government entity.”

• The state election funding law, i.e., AS 15.13, includes a comprehensive enforcement scheme that provides for the issuance of advisory opinions, the filing and processing of complaints, and the imposition of penalties.

• Commenters who feel that the current APOC statutes and regulations do not adequately address the issue of public funds being used to influence elections may address APOC for additional regulations or the legislature for revisions in AS 15.13.145.

• Many of the concerns raised through public comment are addressed under the governing state election funding law, AS 15.13.

• Behind this cover memo is the proposed repeal.

• Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, and Luann Weyhrauch, Assistant Attorney General, will be present to brief the board.

♦ OPTIONS
Adopt the proposed repeal of 4 AAC 06.135.
Revise the proposed regulation and adopt the amended regulation.
Revise the proposed regulation and take further public comment on the amended regulation.
Take no action.
Seek more information.
♦ **ADMINISTRATION’S RECOMMENDATION**  
Adopt the proposed repeal of 4 AAC 06.135.

♦ **SUGGESTED MOTION**  
After considering all public comment, I move the State Board of Education & Early Development repeal 4 AAC 06.135 regarding the use of school funds in elections.
4 AAC 06.135 is repealed:

**4 AAC 06.135. Use of school funds in elections.** Repealed. (Eff. 8/28/91, Register 119; repealed ____/____/___, Register___)

Authority: AS 14.07.020 AS 14.07.060
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  

December 11, 2015

Agenda Item: 13B

♦ ISSUE
The board is being asked to adopt amendments to regulations regarding the challenging of courses for students in grades 9-12.

♦ BACKGROUND
- These regulations address AS 14.03.073 Secondary school course credit, being changed with the passage of House Bill 44, Alaska Safe Children’s Act.
- These proposed regulations change 4 AAC 06.065 to allow students in grades 9-12 the opportunity to challenge core courses by demonstrating mastery of course material instead of, as currently written, students enrolled in a secondary school. The definition of secondary school includes students in grade 7 and 8.
- The proposed regulations can be found behind this cover memo.
- Marcy Herman, Special Assistant to the Commissioner and Legislative Liaison, will be present the brief to the board.

♦ OPTIONS
Adopt the proposed regulations.
Amend the proposed regulations and adopt the amended regulations.
Seek more information.

♦ ADMINISTRATION’S RECOMMENDATION
Adopt the proposed regulations.

♦ SUGGESTED MOTION
After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.065 regarding challenging courses for students in grades 9-12 for course credit.
4 AAC 06.065(a) is amended to read:

(a) Not later than July 1, 2015, a district shall provide students in grades nine through 12 [SECONDARY STUDENTS] with the opportunity to challenge courses offered in mathematics, language arts, science, social studies, and world languages by demonstrating mastery of the course material. A district shall provide this opportunity at least twice annually. A district shall develop standards regarding the degree of mastery necessary to successfully challenge a course. The method of assessment used by a district must include a written assessment. A district shall develop a written policy regarding the grading or evaluation of successfully challenged courses. A district may charge a fee to cover the costs of development and administration of the assessment.

(Eff.12/26/2014, Register 212; am ___, Register___)

Authority: AS 14.03.073 AS 14.07.020 AS 14.07.060
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  

December 11, 2015

Agenda Item: 13C

♦ ISSUE
The board is being asked to approve regulations related to who may provide diagnosis of health problems, including Fetal Alcohol Spectrum Disorder (FASD), for the purpose of eligibility for special education for children with other health impairments.

♦ BACKGROUND
• Current regulation permits only a physician to provide diagnoses of health problems that may make a child eligible for special education services for children with other health impairments.

• At the September 2015 board meeting, two revisions to regulation 4 AAC 52.130(k) were proposed:
  o To include FASD as an example of an “acute health problem” that may make a child eligible to receive special education services as a child with other health impairments; and
  o To permit advanced nurse practitioners to diagnose FASD for the purpose of satisfying regulatory requirements related to eligibility for special education for children with other health impairments.

• Public comment related to these proposed regulation revisions were largely supportive, but also advocated for further broadening the regulatory language to permit advanced nurse practitioners to provide diagnoses for all conditions falling within the other health impairment eligibility category.

• After consultation with Alaska’s Chief Medical Officer & Public Health Director, Dr. Jay Butler, the department concurs with this additional broadening of the regulatory language.

• The proposed regulations can be found behind this cover memo.

• Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

♦ OPTIONS
Adopt the proposed regulations.
Amend the proposed regulations and adopt the amended regulations.
Seek more information.

♦ ADMINISTRATION’S RECOMMENDATIONS
Adopt the proposed regulations.
♦ SUGGESTED MOTION
After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 52.130(k) Criteria for determination of eligibility.
4 AAC 52.130(k) is amended to read:

(k) To be eligible for special education and related services as a child with other health impairments, a child must

(1) exhibit limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, fetal alcohol spectrum disorder, [OR] diabetes, or a heightened alertness to environmental stimuli, due to attention deficit disorder [(ADD)] or attention deficit hyperactivity disorder [(ADHD)]; for a child to be eligible, a health impairment must adversely affect that child's educational performance;

(2) require special facilities, equipment, or methods to make the child's educational program effective;

(3) be diagnosed by a licensed physician or licensed advanced nurse practitioner as having a health impairment described in (1) of this subsection; and

(4) be certified by the group established under 4 AAC 52.125(a)(2) as qualifying for and needing special education services.

(Eff. 7/1/83, Register 86; am 6/9/85, Register 94; am 7/16/89, Register 111; am 11/28/92, Register 124; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 9/29/2005, Register 175; am 8/30/2007, Register 183; am 8/19/2009, Register 191; am 11/28/2009, Register 192; am ___/___/____, Register ___)

AS 14.07.060 AS 14.30.274
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  

December 11, 2015  
Agenda Item: 13D

♦ ISSUE
The board is being asked to consider repealing regulations related to early literacy screening requirements.

♦ BACKGROUND
- During the 2013 legislative session, the legislature appropriated funds to implement literacy screening assessments to students in kindergarten through third grade.
- The board followed up on that intent with the adoption of regulation 4 AAC 06.713.
- During the 2015 legislative session, the legislature removed funding for implementing literacy screening assessments. Therefore, the department recommends repealing the regulations requiring that districts conduct the screening assessments.
- Public comment indicates support for repealing the requirement and acknowledges that many districts were administering early literacy screening assessments prior to the regulatory requirement and that they plan to continue formative assessment practices related to early literacy skills.
- The proposed regulations can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

♦ OPTIONS
Adopt the proposed repeal of 4 AAC 06.713.
Revise the proposed regulation and adopt the amended regulation.
Revise the proposed regulation and take further public comment on the amended regulation.
Take no action.
Seek more information.

♦ ADMINISTRATION’S RECOMMENDATION
Adopt the proposed repeal of 4 AAC 06.713.

♦ SUGGESTED MOTION
After considering all public comment, I move the State Board of Education & Early Development repeal 4 AAC 06.713 Early literacy screening.
4 AAC 06.713 is repealed:

4 AAC 06.713. Early literacy screening. Repealed. (Eff. 3/19/2014, Register 209; repealed __/__/____, Register, ___)

Authority: AS 14.07.020 AS 14.07.060
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

Agenda Item: 13E

ISSUE
The board is being asked to approve regulations related to teacher certification.

BACKGROUND

- The proposed regulations include changes related to four general categories: recommendations of the Educator Certification Advisory Committee, implementation of House Bill 44, regulations needing increased clarity, and regulations requiring technical changes.

- The proposed regulations address recommendations of the Educator Certification Advisory Committee.
  - During the 2014-2015 school year, the department convened a 13-member Educator Certification Advisory Committee for the purpose of making recommendations to the Board for increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
  - Based on feedback from the Committee, EED’s recommendations to the Board were as follows:
    - Continue using the current passing scores for the legacy content area exams; increase rigor as new exams are adopted;
    - Require a subject or content area exam for each endorsement area on a teacher certificate;
    - Allow teachers to add endorsements based on passing content area exams (excluding Reading, Elementary and Special Education) and career and technical education professional certifications;
    - Require individuals applying for Student Teacher Authorization to have passing scores on an approved basic competency exam;
    - Expand the approved list of basic competency exams to include the SAT and ACT.
  - The proposed regulations address numbers 1, 2, 3, and 5 above.

- The proposed regulations address new requirements of House Bill 44 related to teacher certification. Beginning June 30, 2017, applicants who apply for or renew their certification under AS 14.20.020 must, prior to application, have completed training in the following:
  - Alcohol and drug related disabilities as required under AS 14.20.680;
  - Sexual abuse and sexual assault awareness and prevention as required under AS 14.30.355;
• Dating violence and abuse awareness and prevention as required under AS 14.30.356; and
• Suicide prevention required as required under AS 14.30.362.

• The proposed regulations address areas which needed additional clarification. The areas of clarification include the following:
  o The number of fingerprint cards to include with an application;
  o The fee for the removal of a special education endorsement; and
  o Highly qualified requirements for elementary content specialist and middle school teachers.

• The proposed regulations also address areas needing technical changes. These technical changes include the following:
  o Consolidation of the content areas exam information into one section;
  o Reorganization of requirements for teacher, administrator, and special service provider certification to increase clarity;
  o Removal of regulations that are no longer in use, including:
    ▪ Alaska Teacher Performance Review;
    ▪ Language used to transition from previous teacher certification structure to our tiered licensure system; and
  o Adoption of the Council for the Accreditation of Educator Preparation (CAEP) standards for educator preparation programs.

• The proposed regulations can be found behind this cover memo.

• Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Education Administrator of Teacher Certification, will be present to brief the board.

◆ OPTIONS
Adopt the proposed regulations.
Amend the proposed regulations and adopt the amended regulations.
Seek more information.

◆ ADMINISTRATION’S RECOMMENDATIONS
Adopt the proposed regulations.

◆ SUGGESTED MOTION
After considering all public comment, I move the State Board of Education & Early Development adopt regulations 4 AAC 04.210 Highly qualified teachers, 4 AAC 12.300 Certification of teachers, 4 AAC 12.305 Teacher certificate, 4 AAC 12.307 Acceptance of educator preparation programs, 4 AAC 12.308 Approval of in-state educator preparation programs, 4 AAC 12.310 Designation and qualifying scores of teacher competency examination, 4 AAC 12.315 Teachers holding regular or advanced Type A certificates on September 29, 2005, 4 AAC 12.320 Alaska teacher performance review standards; reconsideration, 4 AAC 12.330 Endorsement requirements for teachers
providing special education, 4 AAC 12.345 Administrative certificate (Type B); provisional certificate (provisional Type B), 4 AAC 12.346 Type B limited certificate, 4 AAC 12.347 Special education administrator certificate (Type F); provisional certificate (provisional Type F), 4 AAC 12.355 Special service certificate (Type C); provisional Type C, 4 AAC 12.360 Advanced special services certification (Advanced Type C certification), 4 AAC 12.370 Limited certificate (Type M), 4 AAC 12.372 Limited career or technical education certificate (Type M), 4 AAC 12.375 Limited certificate for instructional aide continuing teacher education program, 4 AAC 12.380 Retired teacher certificate (Type R), 4 AAC 12.390 Early childhood education certificate (Type E), 4 AAC 12.394 Teacher endorsements, 4 AAC 12.396 Addition or removal of endorsements, 4 AAC 12.397 Mandating training requirements, 4 AAC 12.400 Emergency special services certificate (emergency Type C), 4 AAC 12.404 Renewal of certificates, 4 AAC 12.407 Content area examinations), and 4 AAC 12.900 Definitions.
4 AAC 04.210(b)(4) is amended to read:

(4) meets the objective uniform standard set out in 4 AAC 04.212(a) for a highly qualified elementary school teacher, if applicable; [OR]

4 AAC 04.210(b)(5) is amended to read:

(5) has achieved the required score or higher on one of the Praxis II examinations described in 4 AAC 12.407(a); or [IN THE FOLLOWING TABLE:

<table>
<thead>
<tr>
<th>PRAXIS II EXAMINATION</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY EDUCATION CONTENT KNOWLEDGE - 5014 OR 0014</td>
<td>143</td>
</tr>
<tr>
<td>ELEMENTARY EDUCATION: CURRICULUM, INSTRUCTION, AND ASSESSMENT - 5011 OR 0011</td>
<td>156</td>
</tr>
<tr>
<td>MULTIPLE SUBJECT ASSESSMENTS FOR TEACHERS CONTENT KNOWLEDGE - 0140 (NOT OFFERED BY TEST PUBLISHER AFTER JUNE 30, 2005)</td>
<td>146</td>
</tr>
</tbody>
</table>

4 AAC 04.210(b) is amended by adding a new subsection to read:

(6) if the elementary teacher is a subject area specialist, has gained highly qualified status as an elementary teacher or as a middle or high school teacher in the subject area.
4 AAC 04.210(c)(1) is amended to read:

(c) Except as provided in (e) and (f) of this section, a middle school teacher who holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and who has

(1) achieved the required score [A SCORE OF 140] or higher on one of the [THE] Praxis II examinations [EXAMINATION] described in 4 AAC 12.407(b) [FOR MIDDLE SCHOOL CONTENT KNOWLEDGE] is highly qualified to teach

(A) sixth grade; and

(B) seventh and eighth grades, if the teacher teaches three or more [EACH] of the core academic subjects of English, reading or language arts, mathematics, science, and history in one or both of those grades at the middle school; or

4 AAC 04.210(d)(6) is amended to read:

(6) if a middle school teacher, has achieved the required score or higher on a Praxis II examination for that subject described in 4 AAC 12.407(c); [THE FOLLOWING TABLE:

<table>
<thead>
<tr>
<th>PRAXIS II EXAMINATION</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - 5049 OR 0049</td>
<td>154</td>
</tr>
<tr>
<td>MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - 5047</td>
<td>164</td>
</tr>
<tr>
<td>MIDDLE SCHOOL MATHEMATICS - 0069</td>
<td>145</td>
</tr>
</tbody>
</table>
4 AAC 04.210(d)(7) is amended to read:

(7) if a middle or high school teacher, has achieved the required score or higher on a Praxis II examination for that subject described in 4 AAC 12.407(d); [THE FOLLOWING TABLE:

<table>
<thead>
<tr>
<th>PRAXIS II EXAMINATION</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART CONTENT KNOWLEDGE - 0133</td>
<td>155</td>
</tr>
<tr>
<td>ART CONTENT KNOWLEDGE - 5134 OR 0134</td>
<td>158</td>
</tr>
<tr>
<td>BIOLOGY CONTENT KNOWLEDGE - 5235 OR 0235</td>
<td>144</td>
</tr>
<tr>
<td>CHEMISTRY CONTENT KNOWLEDGE - 5245 OR 0245</td>
<td>139</td>
</tr>
<tr>
<td>EARTH AND SPACE SCIENCE CONTENT KNOWLEDGE - 5571 OR 0571</td>
<td>144</td>
</tr>
<tr>
<td>ECONOMICS - 0910</td>
<td>460</td>
</tr>
<tr>
<td>Subject</td>
<td>Code</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>5911 OR 0911</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT KNOWLEDGE</td>
<td>5041 OR 0041</td>
</tr>
<tr>
<td>ENGLISH: CONTENT KNOWLEDGE</td>
<td>5038</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS</td>
<td>5039</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT AND ANALYSIS</td>
<td>5044 OR 0044</td>
</tr>
<tr>
<td>FRENCH CONTENT KNOWLEDGE</td>
<td>0173</td>
</tr>
<tr>
<td>FRENCH WORLD LANGUAGE</td>
<td>5174</td>
</tr>
<tr>
<td>GENERAL SCIENCE: CONTENT KNOWLEDGE</td>
<td>5435 OR 0435</td>
</tr>
<tr>
<td>GENERAL SCIENCE: CONTENT KNOWLEDGE, PART 1 - 0431 AND PART 2 - 0432</td>
<td></td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>0920</td>
</tr>
<tr>
<td>GEOGRAPHY - 5921 OR 0921</td>
<td></td>
</tr>
<tr>
<td>GERMAN CONTENT KNOWLEDGE</td>
<td>0181</td>
</tr>
<tr>
<td>GERMAN WORLD LANGUAGE</td>
<td>5183</td>
</tr>
<tr>
<td>GOVERNMENT/POLITICAL SCIENCE</td>
<td>0930</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>GOVERNMENT/POLITICAL SCIENCE</td>
<td>5931 OR 0931</td>
</tr>
<tr>
<td>MATHEMATICS CONTENT KNOWLEDGE</td>
<td>5061 OR 0061</td>
</tr>
<tr>
<td>MATHEMATICS CONTENT KNOWLEDGE</td>
<td>5161</td>
</tr>
<tr>
<td>MUSICAL CONTENT KNOWLEDGE - 5113 OR 0113</td>
<td>154</td>
</tr>
<tr>
<td>PHYSICAL SCIENCE CONTENT KNOWLEDGE - 0481</td>
<td>145</td>
</tr>
<tr>
<td>PHYSICS CONTENT KNOWLEDGE - 5265 OR 0265</td>
<td>127</td>
</tr>
<tr>
<td>SOCIAL STUDIES CONTENT KNOWLEDGE - 5081 OR 0081</td>
<td>152</td>
</tr>
<tr>
<td>SPANISH CONTENT KNOWLEDGE - 0191</td>
<td>152</td>
</tr>
<tr>
<td>SPANISH WORLD LANGUAGE - 5195</td>
<td>168</td>
</tr>
<tr>
<td>SPEECH COMMUNICATION - 0220</td>
<td>560</td>
</tr>
<tr>
<td>SPEECH COMMUNICATION - 5221 OR 0221</td>
<td>146</td>
</tr>
<tr>
<td>THEATRE - 0640</td>
<td>560</td>
</tr>
<tr>
<td>THEATRE - 5641 OR 0641</td>
<td>127</td>
</tr>
</tbody>
</table>
4 AAC 04.210(d)(8) is amended to read:

(8) if a middle or high school teacher, has achieved the required scores or higher [A SCORE OF ADVANCED MID-LEVEL OR HIGHER] on the American Council on the Teaching of Foreign Languages [WRITTEN PROFICIENCY TEST] examinations described in 4 AAC 12.407(e) [EXAMINATION AND A SCORE OF ADVANCED LOW-LEVEL OR HIGHER ON THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES ORAL PROFICIENCY REVIEW EXAMINATION,] for the world language on which the teacher was examined[; IF AN AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES EXAMINATION IS OFFERED ONLY IN WRITTEN PROFICIENCY TEST FORM OR ONLY IN ORAL PROFICIENCY REVIEW FORM, AND IF AN ALTERNATE EXAMINATION IS NOT AVAILABLE FOR THE SAME LANGUAGE UNDER (7) OF THIS SUBSECTION], the teacher will be considered highly qualified [IF THE TEACHER HAS ACHIEVED THE SCORE SET OUT IN THIS PARAGRAPHS FOR THE TEST THAT IS AVAILABLE];


| WORLD AND U.S. HISTORY - 0940 (NOT OFFERED BY TEST PUBLISHER AFTER JUNE 30, 2005) | 440 |
| WORLD AND U.S. HISTORY - 5941 OR 0941 | 141 |

4 AAC 12.300(b)(4) is amended to read:

(4) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on a person from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179; am 6/7/2015, Register 214; am ___/___/____, Register ___)


AS 14.20.010

4 AAC 12.305(a) is amended to read:

(a) Except as provided in AS 14.20, the department will issue an initial teacher certificate, valid for up to three years under (d) of this section, to an applicant who

(1) has satisfied a baccalaureate degree requirement under

AS 14.20 [AS 14.20.020];
(2) for purposes of competency examination requirements under AS [14.20.015, 14.20.017,] 14.20.020[,] or 14.20.022, meets or exceeds the qualifying scores for this state on one of the competency examinations designated in 4 AAC 12.310;

(3) has met or will meet within two years the requirements of AS 14.20.020(h);

[AND]

(4) meets the certification requirements of AS 14.20.015, 14.20.017, 14.20.020, or 14.20.022;[

(5) if the applicant seeks to qualify for certification under AS 14.20.020 or 14.20.022, provides

(A) a recommendation or proof of program enrollment from an approved preparation program accepted under 4 AAC 12.307(a); and

(B) scores, for each endorsement area listed on the recommendation or proof of program enrollment in section (A), that meet or exceed the required score on a content area examination for any endorsement area designated in 4 AAC 12.407 or each equivalent content area examination required by a certifying state agency for an endorsement on a comparable certificate held by the applicant.

(6) if the applicant has completed an approved program accepted under 4 AAC 12.307(a)(2), provides evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located; and
(7) if the applicant seeks to qualify for certification under AS 14.20.020, has met the requirements of 4 AAC 12.397(a).

4 AAC 12.305(b)(2)(B) is amended to read:

(B) a [PRAXIS II] content area examination for any requested endorsement area designated in 4 AAC 12.407 by meeting or exceeding the required score [ATTAINING THE SCORE SET OUT FOR THE APPROPRIATE EXAMINATION UNDER 4 AAC 04.210 OR (J) OF THIS SECTION], or each [AN] equivalent content area examination required by a certifying state agency for a comparable endorsement held by the applicant [DESIGNATED BY THE DEPARTMENT];

4 AAC 12.305(b)(6) is amended to read:

(6) earned at least six semester hours of college credit within the five years immediately preceding application; [AND]

4 AAC 12.305(b)(7) is amended to read:

(7) [HAS] had at least two years of employment as a teacher while holding a valid teacher certificate issued by a state[.] and

4 AAC 12.305(b) is amended by adding a new paragraph to read:

(8) met the requirements of 4 AAC 12.397(a).
Register ____, _____ 2016      EDUCATION AND EARLY DEV.

4 AAC 12.305(c) is amended to read:

    (c) The department will issue a master teacher certificate, valid for 10 years, to an applicant who has met

(1) the requirements of (a) and (b) of this section for a professional teacher certificate; [AND]

(2) one of the following requirements:

    (A) national board certification from the National Board for Professional Teaching Standards; or

    (B) master certification from a recognized national certification program as approved by the department; and

[(C) THE SCORE REQUIRED IN 4 AAC 12.320(F) ON EACH OF TWO PERFORMANCE REVIEWS.]

(3) the requirements of 4 AAC 12.397(a).

4 AAC 12.305(g) is amended to read:

    (g) A teacher who has not met the qualifications for a professional teacher certificate under (b) of this section when the teacher's initial teacher certificate expires under (d) of this section may no longer be employed as a teacher, except that a person who

[(1)] has not met the experience requirement of (b)(7) of this section may reapply for an initial certificate; OR

(2) A PERSON WHO HAS PREVIOUSLY FAILED TO QUALIFY UNDER (B)(2)(B) OF THIS SECTION AFTER THE PERIOD OF INITIAL CERTIFICATION UNDER
(A) OF THIS SECTION MAY MAKE ONE MORE APPLICATION FOR AN INITIAL
TEACHER CERTIFICATE UNDER (A) OF THIS SECTION].

4 AAC 12.305(h) is repealed:

(h) Repealed ___/___/____/.

4 AAC 12.305(j) is repealed:

(j) Repealed ___/___/____/. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175;
am 8/15/2008, Register 187; am 10/31/2008, Register 188; am 9/17/2011, Register 199; am
9/7/2012, Register 203; am 6/27/2014, Register 210; am ___/___/____, Register ___)

Authority: AS 14.07.060 AS 14.20.020

4 AAC 12.307 is amended by adding a new subsection to read:

(c) Applicants for certification who have completed an approved program accepted
under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the
certifying state agency with jurisdiction over the program or an assurance by the certifying state
agency or preparing institution that all requirements, including testing required by the
jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the
comparable certification in the state where the preparing institution is located. (Eff. 9/7/2012,
Register 203; am ___/___/____, Register ___)

AS 14.20.010
4 AAC 12.308(b) is amended to read:

(b) For educator preparation programs for which the National Council for Accreditation of Teacher Education or the Council for the Accreditation of Educator Preparation (CAEP) sets standards, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the Professional Standards for the Accreditation of Teacher Preparation Institutions, published by the National Council for Accreditation of Teacher Education, revised as of February 2008, and adopted by reference or the CAEP Accreditation Standards, published by the Council for the Accreditation of Educator Preparation, amended as of February 2015, and adopted by reference. For a special services preparation program, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the following:

(1) in school psychology, the

(A) Standards for Training and Field Placement Programs in School Psychology, published by the National Association of School Psychologists, dated July 15, 2000, and adopted by reference; or

(B) Guidelines and Principles for Accreditation of Programs in Professional Psychology, published by the American Psychological Association, revised as of January 2009, and adopted by reference;

(2) in school counseling, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards, published by the Council for the Accreditation of Counseling and Related Educational Programs, 2009, and adopted by reference;
(3) in school social work, the *Educational Policy and Accreditation Standards*, published by Council on Social Work Education, revised as of March 27, 2010, and adopted by reference;

(4) in school library science, the *Standards for Accreditation of Master's Programs in Library and Information Studies*, published by the American Library Association, dated January 15, 2008, and adopted by reference. (Eff. 9/7/2012, Register 203; am 12/27/2012, Register 204; am __/___/____, Register ___)

**Authority:**


AS 14.20.010  AS 14.20.022  AS 14.20.630

4 AAC 12.310(d)(8) is amended to read:

(8) the Oklahoma General Education Test with a total test score of 240 or more as a qualifying score, and additionally with qualifying scores of a passing score on each of the general studies and liberal arts and sciences tests;

4 AAC 12.310(d) is amended by adding new paragraphs to read:

(9) the National Evaluation Series (NES) Essential Academic Skills with a qualifying score of 220 on each of the reading, writing, and mathematics subtests;

(10) the SAT with qualifying scores of

(A) reading: 500

(B) mathematics: 515

(C) writing: 490;

(11) the ACT with qualifying scores of
(A) reading: 22
(B) mathematics: 22
(C) writing: 8. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am 6/27/2014, Register 210; am ___/___/____, Register ____)

AS 14.20.010

4 AAC 12.315 is repealed:

4 AAC 12.315. Teachers holding regular or advanced Type A certificates on September 29, 2005. Repealed. (Eff. 9/29/2005, Register 175; repealed ___/___/____, Register ___)

4 AAC 12.320 is repealed:


4 AAC 12.330(d) is repealed:

(d) Repealed ___/___/____.

4 AAC 12.330(e) is repealed:
(e) Repealed ___/___/____. (Eff. 9/29/2005, Register 175; am 9/7/2012, Register 203; am ___/___/____, Register ____)

AS 14.20.015 AS 14.20.020

4 AAC 12.345(a)(2) is amended to read:

(2) has completed a school administration program accepted by the commissioner under 4 AAC 12.307, or for the special education administrator endorsement a special education administration program accepted by the commissioner under 4 AAC 12.307; and

4 AAC 12.345(a) is amended by adding a new paragraph to read:

(3) has met the requirements of 4 AAC 12.397(a).

4 AAC 12.345 is amended by adding new subsections to read:

(h) The department will endorse an administrative certificate in one or more development levels, content areas, or specialty areas applicable to the type of certificate, if the recommendation from the preparing institution required under (a) of this section verifies the applicant's completion of an approved educational program in the level or area for which endorsement is sought. The program must meet the program requirements set out in 4 AAC 12.307(a);

(i) Applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the
certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 9/29/2005, Register 175; am 8/31/2008, Register 187; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am ___/___/____, Register ____)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.30.255

4 AAC 12.346(a) is amended to read:

(a) The department will issue a limited administrative certificate (Type B limited) with a superintendent endorsement, valid for one year if

(1) the applicant has demonstrated administrative expertise and has the educational background, as described in (b) of this section;

(2) the school board for the district in which the applicant will be employed, through its school board president, has requested issuance of a limited administrative certificate for the applicant under this section;

(3) the school board for the district in which the applicant will be employed has provided an experienced mentor for at least the first two years of the applicant's employment with the school district as the superintendent; the mentor must hold or have held the position of superintendent in a school district in this state under a valid certificate;

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; [AND]

(5) the applicant submits to the department
(A) one completed fingerprint card, with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; [AND]

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; and

(C) the fee for the issuance of a teacher certificate as established in 4 AAC 12.300(g);[ ] and

(6) the applicant has met the requirements of 4 AAC 12.397(a). (Eff. 7/1/2015, Register 215; am ___/___/____, Register ___)


4 AAC 12.347 is amended by adding new subsections to read:

(g) The department will endorse a special education administrative certificate in one or more development levels, content areas, or specialty areas applicable to the type of certificate, if the recommendation from the preparing institution required in (a) of this section verifies the applicant's completion of an approved educational program in the level or area for which endorsement is sought. The program must meet the requirements set out in 4 AAC 12.307(a);

(h) Unless otherwise specified, applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over
the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 8/31/2008, Register 187; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am ___/___/____, Register ____)

**Authority:**  
AS 14.07.060  
AS 14.20.020  
AS 14.30.255

4 AAC 12.355(a) is amended to read:

(a) The department will issue a special services certificate (Type C), valid for five years, to an applicant who has completed a program in a special service area, has a bachelor's or higher degree, [AND] is recommended by the preparing institution, and has met the requirements of 4 AAC 12.397(a).

4 AAC 12.355(d) is repealed:

(d) Repealed __/__/____.

4 AAC 12.355 is amended by adding new subsections to read:

(i) The department will endorse a special services certificate (Type C) in one or more development levels or specialty areas if the recommendation from the applicant's approved educator preparation program verifies the applicant's completion of an approved educational or special service program in the level or area for which endorsement is sought; for the purposes of this paragraph, to be an approved educational program, the program must meet the requirements set out in 4 AAC 12.307(a).
(j) Unless otherwise specified, applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located.

(k) For the "school psychology" endorsement, the applicant must

(1) hold a master's or higher degree in school psychology and be recommended for endorsement by an institution whose psychology program has been approved by the National Council for Accreditation of Teacher Education, the National Association of State Directors of Teacher Education and Certification, the National Association of School Psychologists, or the American Psychological Association, and have completed a 1,200-hour internship in school psychology, 600 hours of which must be completed on site in preschool or kindergarten - grade 12 programs; or

(2) hold a master's or higher degree in a related field and be a nationally certified school psychologist under the National School Psychologist Certification System established by the National Association of School Psychologists.

(l) For the "speech," "language," or "hearing" endorsement, the applicant must

(1) either

(A) hold a master's or higher degree with major emphasis in speech-language pathology, audiology, or speech-language and hearing science; or
(B) possess certification of clinical competence from the American Speech-Language-Hearing Association; and

(2) be recommended for the endorsement by an institution whose program has been accredited by the National Council for Accreditation of Teacher Education or the National Association of State Directors of Teacher Education and Certification or approved by the American Speech-Language-Hearing Association. (Eff. 9/29/2005, Register 175; am 9/17/2011, Register 199; am ___/___/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020

4 AAC 12.360(a) is amended to read:

(a) The department will issue an advanced special services certificate (Advanced Type C) to an applicant who qualifies for a special services certificate (Type C) under 4 AAC 12.355, as applicable, and who

(1) earns national certification;

(2) submits to the department

(A) a completed application form provided by the department for an advanced special services certificate;

(B) a copy of the national certification for each area for which advanced special services certification is sought;

(C) unless the applicant has successfully passed a criminal background check to obtain, reinstate, or renew a certificate in this state,

(i) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been
trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(ii) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; [AND] (3) if required by (2)(C) of this subsection, successfully passes the criminal background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300[.] and

(4) has met the requirements of 4 AAC 12.397(a).

4 AAC 12.360(f)(4)(A) is amended to read:

(A) submission of

(i) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on a person from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(ii) the fee for the criminal background check in the amount charged by the Department of Public Safety as set out in 13
4 AAC 12.370(a) is amended to read:

(a) The commissioner may issue a limited certificate (Type M), valid for five years, in the specialty area of Alaska Native language or culture, or of military science, if the commissioner determines that

(1) baccalaureate degree teacher training in the specialty area of Alaska Native language or culture, or of military science is not sufficiently available;

(2) the applicant has demonstrated both subject matter expertise and teaching competency, as verified by the local school district;

(3) the school board, through its chief school administrator, has requested issuance of a limited certificate for the applicant; and

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; unless the applicant has successfully passed a criminal history background check to obtain, reinstate, or renew a current teacher certificate in this state, the applicant must submit to the commissioner

(A) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal
history background check on an applicant from the agency performing the background
check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal history background check in the amount
charged by the Department of Public Safety as set out in 13 AAC 68.9003, and

(5) the applicant has met the requirements of 4 AAC 12.397, (Eff. 9/29/2005,
Register 175; am 3/28/2012, Register 201; am __/__/____, Register ____)
(A) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900[.] and

(5) the applicant has met the requirements of 4 AAC 12.397. (Eff. 3/28/2012, Register 201; am ___/___/____, Register ____) Authority: AS 14.07.060 AS 14.20.020 AS 14.20.025

4 AAC 12.375(a)(5) is amended to read:

(5) is currently enrolled in an approved baccalaureate degree teacher education program at a regionally accredited institution as described in AS 14.20.020 and 4 AAC 12.305(b)(4); [AND]

4 AAC 12.375(a)(6) is amended to read:

(6) submits to the department a plan that has been agreed to by the chief school administrator of the nominating district and the applicant, and that meets the terms and conditions set out in (b) of this section[.] and

4 AAC 12.375(a) is amended by adding a new paragraph to read:
4 AAC 12.380(a) is amended to read:

(a) The department will issue a retired teacher certificate to an applicant who possesses a valid professional, master, Type A, Type B, or Type C teacher certificate from this state upon retirement from teaching, and has met the requirements of 4 AAC 12.397(a). A retired teacher certificate qualifies the holder to be assigned as a substitute teacher as specified in this section, for the same areas that the retired teacher held a valid teacher certificate from this state upon retirement. (Eff. 9/29/2005, Register 175; am 6/7/2015, Register 214; am ___/___/____, Register ___)


4 AAC 12.390 is amended to read:

(a) The department will issue an Early Childhood Associate I certificate, valid for five years, to an applicant who has met the requirements of 4 AAC 12.397(a) and

1. completed a 30-credit university or college early-childhood education program that requires at least 400 hours of supervised practicum experience; or

2. obtained a valid Child Development Associate (CDA) award from the Bank Street College of Education.

(b) The department will issue an Early Childhood Associate II certificate, valid for five years, to an applicant who
(1) has completed an approved associate degree program in early childhood education; [AND]

(2) has obtained an Early Childhood Associate I certificate; [AND] and

(3) has met the requirements of 4 AAC 12.397(a).

(c) Possession of an Early Childhood Education certificate does not qualify the holder to be assigned as a regular classroom teacher.

(d) Early Childhood Associate I and Early Childhood Associate II certificates may be renewed upon submission of evidence of completion of six semester hours of credit in early childhood education, or a related field, and, for the Early Childhood Associate I certificate, the renewal of a Child Development Associate award, if applicable. (Eff. 9/29/2005, Register 175; am ___/___/____, Register ___)

Authority: AS 14.07.060 AS 14.20.020

4 AAC 12.395 is repealed and readopted to read:

4 AAC 12.395. Teaching endorsements. (a) The department will endorse a teacher certificate under 4 AAC 12.305 if the applicant provides the following:

(1) a recommendation from an approved preparation program accepted under 4 AAC 12.307(a) with an attestation verifying the applicant's completion of an approved educational program at the institution in the level or area for which endorsement is sought; and

(2) scores, for each endorsement area listed on the recommendation in paragraph (1), that meet or exceed the qualifying score on a content area examination for any endorsement areas designated in 4 AAC 12.407 or each equivalent content area examination required by a certifying state agency for an endorsement on a comparable certificate held by the applicant; and
(b) In addition to the endorsements qualified for under (a) of this section, the endorsements on a master teacher certificate issued under 4 AAC 12.305(c) will include the same endorsements as those on the applicant’s national board certificate. (Eff. 9/29/2005, Register 175; am 6/27/2014, Register 210; am ___/___/____, Register ___)

Authority: AS 14.07.060 AS 14.20.020

4 AAC 12 is amended by adding a new section to read:

**4 AAC 12.396. Addition and removal of endorsements.** (a) A current certificate holder or an applicant eligible for certification as described in 4 AAC 12.305 may add additional endorsements appropriate to their certificate by demonstrating:

1. Completion of an approval endorsement program accepted under 4 AAC 12.307(a) and passing scores on an endorsement-related content examination designated in 4 AAC 12.407, or each equivalent content area examination required by a certifying state agency for a comparable endorsement currently or previously held by the applicant;

2. two years of teaching in the content area and passing scores on the endorsement-related content area examination designated for the middle school, high school, or world language in sections (b - f) of 4 AAC 12.407, or each equivalent content area examination required by a certifying state agency for a comparable endorsement currently or previously held by the applicant;

3. two years of teaching in a Career & Technical Education (CTE) area, six semester hours of coursework focused on classroom management, student assessment, and teaching strategies specific to CTE, and successful completion of a CTE content-specific industrial competency examination as approved by the department; or
(4) completion of at least one of the following degrees in the content or specialty area for which the endorsement is sought:

(A) a doctorate degree;

(B) a master's degree;

(C) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in an approved program in the content or specialty area for which an endorsement is sought.

(b) Certificate holders seeking to add an endorsement under this section who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable endorsement in the state where the preparing institution is located.

(c) Except as provided in 4 AAC 12.330, upon written request of the certificate holder and payment of the required fee, and upon written representation by the holder that the holder is not currently under contract in a position in which the endorsement is required, the department may remove an endorsement from a certificate. Once removed, an endorsement may be added again only if the applicant pays the required fee and meets the current requirements for issuance of the endorsement.

(d) The holder of a teacher certificate with a special education endorsement may have the endorsement removed from the certificate by filing a form developed by the department and
paying a fee of $200 to the department, except that a special education endorsement may not be removed during

(1) the term of a certificate holder's first initial or professional teacher certificate issued under 4 AAC 12.305(a) or (b); or

(2) a school term in which the certificate holder is assigned to a position requiring a special education endorsement.

(e) At the request of a certificate holder whose special education endorsement was removed under (d) of this section, the endorsement shall be reinstated, without payment of a fee, if the certificate holder meets the endorsement requirements in effect at the time of the request for reinstatement.

(f) Current certificate holders or applicants eligible for certification through 4 AAC 12.345 and 4 AAC 12.355 may add additional endorsements appropriate to their certificates by satisfying the requirements for endorsements as described in those sections. (Eff. ____/____/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020

4 AAC 12 is amended by adding a new section to read:

4 AAC 12.397. Mandatory training requirements. (a) On or after June 30, 2017, to qualify for a certificate issued under 14.20.020 or to renew or reinstate a certificate, all applicants must provide evidence of training that satisfies the requirements of AS 14.20.020(k) for the following topics:

(1) alcohol and drug related disabilities as described in AS 14.20.680;
(2) sexual abuse and sexual assault awareness and prevention as described in AS 14.30.355;

(3) dating violence awareness and prevention as described in AS 14.30.356; and

(4) suicide prevention as described in AS 14.30.362.

(b) An applicant shall provide evidence of the training required under (a) of this section by submitting

(1) a certificate of completion of a training program approved by the department;

(2) an official transcript showing the completion of a training course approved by the department;

(3) a record of training signed by a dean of an accredited school of education; or

(4) a record of training signed by the superintendent or appointed designee of an Alaska school district.

(c) Transcripts and other documents become part of the applicant's permanent records and remain on file with the department. For each certificated employee, a district shall maintain a record of each training required by (a) of this section, including the date of completion. Training records for each certificated employee must be maintained by the district for at least five years.

(d) For a training course to satisfy the requirements of (a) of this section, the course must have been completed no more than five years prior to the date of an applicant's application for certification or renewal.

(e) The requirements of this section are applicable to initial applications and applications for renewal of a certificate issued under AS 14.20.020, 4 AAC 12.305(a), (b), and (c), 4 AAC 12.345, 4 AAC 12.355, 4 AAC 12.360, 4 AAC 12.370, 4 AAC 12.372, 4 AAC 12.375, 4 AAC
12.380, 4 AAC 12.390, 4 AAC 12.400, and 4 AAC 12.405. The requirements of this section do not apply to applicants qualifying for certification under AS 14.20.015, AS 14.20.017, and AS 14.20.022. (Eff. ___/___/____, Register ___)


4 AAC 12.400 is amended to read:

4 AAC 12.400. Emergency special services certificate (emergency Type C). At the request of a school district seeking to employ a person in a position for which a special services certificate (emergency Type C) is required, the commissioner may issue an emergency special services certificate (Type C), valid for a period not to exceed the end of the school year in which it is issued, to a person not otherwise qualified if the district demonstrates to the satisfaction of the commissioner that, despite diligent efforts, including advertising in one or more newspapers of general circulation, it has been unable to fill the position with a qualified person holding the required certificate. To issue a certificate under this section, the commissioner must also determine that the applicant has met the requirements of 4 AAC 12.397(a). (Eff. 9/29/2005, Register 175; am ___/___/____, Register ___)


4 AAC 12.405(b) is amended to read:

(b) In addition to the requirements of (a) of this section, a certificate may not be renewed unless the applicant

(1) supplies
(A) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant form the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; [AND]

(2) successfully passes the criminal background check in accordance with AS 14.20.020 and 4 AAC 12.300[J.] and

(3) has met the requirements of 4 AAC 12.397(a).

4 AAC 12.405 is amended by adding new subsections to read:

(g) A special services certificate endorsed in "school psychology" may be renewed any number of times if an applicant provides evidence of completion of a minimum of 90 contact hours in the areas of assessment, evaluation, intervention, program planning, program development, or staff or program administration in

(1) accredited college or university course work;
(2) workshops, seminars, or institutes;
(3) school district or university sponsored in-service training programs;
(4) college training; or
(5) workshop or seminar teaching.
(h) Processing fees will not be collected by the department for the non-academic credits earned though workshops, seminars, or institutes as outlined in (g) of this section. (Eff. 9/29/2005, Register 175; am 9/2/2011, Register 199; am __/__/____, Register ___)

Authority: AS 14.07.060 AS 14.20.020

4 AAC is amended by adding a new section to read:

**4 AAC 12.407. Content area examinations.** (a) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(b)(5), 4 AAC 12.305(a), (b), and (c), and 4 AAC 12.395 by achieving the required score or higher on a Praxis II examination described in the following table:

<table>
<thead>
<tr>
<th>Praxis II Examination</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Content Knowledge - 5014 or 0014</td>
<td>143</td>
</tr>
<tr>
<td>Elementary Education: Curriculum, Instruction, and Assessment - 5011 or 0011</td>
<td>156</td>
</tr>
<tr>
<td>Multiple Subject Assessments for Teachers Content Knowledge - 0140</td>
<td>146</td>
</tr>
<tr>
<td>Elementary Education: Curriculum, Instruction, and Assessment - 5017</td>
<td>153</td>
</tr>
<tr>
<td>Elementary Education: Content Knowledge - 5018</td>
<td>163</td>
</tr>
</tbody>
</table>

or
the Elementary Education: Multiple Subjects - 5001 with the required scores or higher on each of the subtests described in the following table:

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Required Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Reading and Language Arts Subtest - 5002</td>
<td>157</td>
</tr>
<tr>
<td>Elementary Education: Mathematics Subtest - 5003</td>
<td>157</td>
</tr>
<tr>
<td>Elementary Education: Social Studies Subtest - 5004</td>
<td>155</td>
</tr>
<tr>
<td>Elementary Education: Science Subtest - 5005</td>
<td>159</td>
</tr>
</tbody>
</table>

(b) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(c)(1), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving a score of 140 or higher on the Praxis II examination for Middle School Content Knowledge.

(c) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for the subject or endorsement areas described in the following table:

<table>
<thead>
<tr>
<th>Praxis II Examination</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School English Language Arts - 5049 or 0049</td>
<td>154</td>
</tr>
<tr>
<td>Middle School English Language Arts - 5047</td>
<td>164</td>
</tr>
</tbody>
</table>
(d) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6) and (7), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for the subject or endorsement areas described in the following table:

<table>
<thead>
<tr>
<th>Praxis II Examination</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Content Knowledge - 0133</td>
<td>155</td>
</tr>
<tr>
<td>Art Content Knowledge - 5134 or 0134</td>
<td>158</td>
</tr>
<tr>
<td>Biology Content Knowledge - 5235 or 0235</td>
<td>144</td>
</tr>
<tr>
<td>Chemistry Content Knowledge - 5245 or 0245</td>
<td>139</td>
</tr>
<tr>
<td>Chinese (Mandarin): World Language - 5665</td>
<td>164</td>
</tr>
<tr>
<td>Earth and Space Science Content Knowledge - 5571 or 0571</td>
<td>144</td>
</tr>
<tr>
<td>Economics - 0910</td>
<td>460</td>
</tr>
<tr>
<td>Economics - 5911 or 0911</td>
<td>150</td>
</tr>
<tr>
<td>English Language, Literature, and Composition: Content Knowledge - 5041 or 0041</td>
<td>158</td>
</tr>
<tr>
<td>Subject</td>
<td>Code</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>English: Content Knowledge</td>
<td>5038</td>
</tr>
<tr>
<td>English Language Arts: Content and Analysis</td>
<td>5039</td>
</tr>
<tr>
<td>English Language, Literature, and Composition: Content and Analysis</td>
<td>5044 or 0044</td>
</tr>
<tr>
<td>French Content Knowledge</td>
<td>0173</td>
</tr>
<tr>
<td>French World Language</td>
<td>5174</td>
</tr>
<tr>
<td>General Science: Content Knowledge</td>
<td>5435 or 0435</td>
</tr>
<tr>
<td>General Science: Content Knowledge, Part 1</td>
<td>0431 and Part 2 - 0432</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>0920</td>
</tr>
<tr>
<td>Geography</td>
<td>5921 or 0921</td>
</tr>
<tr>
<td>German Content Knowledge</td>
<td>0181</td>
</tr>
<tr>
<td>German World Language</td>
<td>5183</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>0930</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>5931 or 0931</td>
</tr>
<tr>
<td>Mathematics Content Knowledge</td>
<td>5061 or 0061</td>
</tr>
<tr>
<td>Mathematics Content Knowledge</td>
<td>5161</td>
</tr>
<tr>
<td>Musical Content Knowledge</td>
<td>5113 or 0113</td>
</tr>
<tr>
<td>Content Area</td>
<td>Score</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Physical Science Content Knowledge - 0481</td>
<td>145</td>
</tr>
<tr>
<td>Physics Content Knowledge - 5265 or 0265</td>
<td>127</td>
</tr>
<tr>
<td>Social Studies Content Knowledge - 5081 or 0081</td>
<td>152</td>
</tr>
<tr>
<td>Spanish Content Knowledge - 0191</td>
<td>152</td>
</tr>
<tr>
<td>Spanish World Language - 5195</td>
<td>168</td>
</tr>
<tr>
<td>Speech Communication - 0220</td>
<td>560</td>
</tr>
<tr>
<td>Speech Communication - 5221 or 0221</td>
<td>146</td>
</tr>
<tr>
<td>Theatre - 0640</td>
<td>560</td>
</tr>
<tr>
<td>Theatre - 5641 or 0641</td>
<td>127</td>
</tr>
<tr>
<td>World and U.S. History - 0940</td>
<td>440</td>
</tr>
<tr>
<td>World and U.S. History - 5941 or 0941</td>
<td>141</td>
</tr>
</tbody>
</table>

(e) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(8), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 for world languages by achieving a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Written Proficiency Test examination and a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Oral Proficiency Review examination, for the language on which the teacher was examined; if an American Council on the Teaching of Foreign Languages examination is offered only in Written Proficiency Test form or only in Oral Proficiency Review form, and if an alternate examination is not available for the same language under (d) of this section, the teacher meets the testing requirements if the teacher achieves the score set out in this subsection for the test that is available.
(f) A teacher may satisfy the content area testing requirements of 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination described in the following table:

<table>
<thead>
<tr>
<th>Praxis II examination</th>
<th>Required score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business education - 0100</td>
<td>620</td>
</tr>
<tr>
<td>Business education - 5101 or 0101</td>
<td>154</td>
</tr>
<tr>
<td>Family and consumer science - 0120</td>
<td>610</td>
</tr>
<tr>
<td>Family and consumer science - 5121 or 0121</td>
<td>164</td>
</tr>
<tr>
<td>Family &amp; consumer science - 5122</td>
<td>153</td>
</tr>
<tr>
<td>Fundamental subjects: content knowledge - 5511</td>
<td>150</td>
</tr>
<tr>
<td>Health education - 5551 or 0551</td>
<td>155</td>
</tr>
<tr>
<td>Health education - 5550 or 0550</td>
<td>670</td>
</tr>
<tr>
<td>Health and physical education - 5856 or 0856</td>
<td>152</td>
</tr>
<tr>
<td>Health and physical education: content Knowledge - 5857</td>
<td>160</td>
</tr>
<tr>
<td>Physical education - 5091 or 0091</td>
<td>146</td>
</tr>
<tr>
<td>Social sciences: content knowledge - 0951</td>
<td>161</td>
</tr>
<tr>
<td>Technology education - 0050</td>
<td>630</td>
</tr>
<tr>
<td>Technology education - 0051 or 5051</td>
<td>159</td>
</tr>
<tr>
<td>Vocational general knowledge - 0890</td>
<td>640]</td>
</tr>
</tbody>
</table>
Authority: AS 14.04.060 AS 14.50.080 AS 14.20.010
            AS 14.20.020 AS 14.20.022

4 AAC 12.900(a)(8) is amended to read:


4 AAC 12.900(a)(11) is amended to read:

  (11) “non-instructional position” means a position for which a teaching certificate is required, but that does not include instruction in a preschool [KINDERGARTEN] - 12th grade setting;

4 AAC 12.900(a)(12) is amended to read:

  (12) “preparing institution” means the institution of higher learning or a state agency from which the applicant graduated or at which the applicant completed the program or earned the credits required for a certificate or endorsement;

4 AAC 12.900(c)(1) is amended to read:

  (1) means a person who, for compensation, instructs or teaches students in any grade from preschool [KINDERGARTEN] - 12th grade;

(Eff. 5/30/71, Register 38; am 10/4/73, Register 47; am 8/12/82, Register 83; am 6/9/85, Register 94; am 4/9/87, Register 102; am 7/1/90, Register 114; am 8/8/91, Register 119; am 7/2/93,
Register ____., ____ 2016 EDUCATION AND EARLY DEV.

Register 126; am 6/9/95, Register 134; am 4/4/96, Register 138; am 6/28/98, Register 146; am 3/31/2002, Register 161; am 9/29/2005, Register 175; am 10/21/2007, Register 184; am ____/____/____, Register ____)

To: Members of the State Board of Education & Early Development  

From: Mike Hanley, Commissioner  

December 11, 2015  

Agenda Item: 13F

♦ ISSUE
The board is being asked to adopt amendments to regulations related to statewide assessments for students with disabilities and English language learners.

♦ BACKGROUND
• A proposed regulation amendment reflects the need to revise the publication Participation Guidelines for Alaska Students in State Assessments based on changes to the state assessment system and the method of assessment delivery. The publication is adopted by reference in 4 AAC 06.775.

• Changes to the Participation Guidelines include updates required due to changes in the English Language Proficiency and Science assessments, and updates for clarity.

• The draft Participation Guidelines for Alaska Students in State Assessments, dated December 2015, and public comment can be found behind the cover memo for Agenda Item 11F.

• The proposed regulations are behind this cover memo.

• Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

♦ OPTIONS
Adopt the proposed regulations.
Amend the proposed regulations and adopt the amended regulations.
Seek more information.

♦ ADMINISTRATION’S RECOMMENDATION
Adopt the proposed regulations.

♦ SUGGESTED MOTION
After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.775 Statewide assessment program for students with disabilities.
4 AAC 06.775(a) is amended to read:

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 and 4 AAC 06.717, a district shall follow the requirements of this section and the department’s Participation Guidelines for Alaska Students in State Academic Assessments, dated December 2015 [2014], adopted by reference.


Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item 14

♦ ISSUE
The board is scheduled to meet on March 24 & 25, 2016. March 25, is Good Friday, this causes personal conflict for a few members.

♦ OPTIONS
Change the meeting dates to one of the following:
- March 17 – 18, 2016
- March 22 – 23, 2016
- March 23 – 24, 2016
Leave the meeting on March 24 – 25, 2016

♦ SUGGESTED MOTION
I move that the state board change the March board meeting to March __ - __, 2016.
To: Members of the State Board of Education & Early Development  
December 11, 2015

From: Mike Hanley, Commissioner  
Agenda Item 15

♦ ISSUE
This is a standing report to the board regarding the Division of Libraries, Archives & Museums.

♦ BACKGROUND
- Kashevaroff Building project is proceeding well, still on time and on budget.
  - Move-in of materials from the Alaska State Archives and Alaska Historical Library can proceed until the end of December; then there will be a holding period until April.
  - The exterior looks finished, although much is left to be done inside.
  - Ongoing installation of terrazzo flooring, murals, large objects, clan house and Percent for Art in the exhibits spaces is helping us see how the finished building will look.
- Success! The Alaska State Museum and Sheldon Jackson Museum received 10-year accreditation notification from the American Alliance of Museums.
- All four staff from the Anchorage office of the State Library will be transferred to Juneau at the end of May 2016.
- Ordering information for *The view from the future 2017: Fifty years after the Alaska Purchase Centennial* is behind this memo. Some members expressed interest in this LAM-published book when it was shown at the September meeting.
- Linda Thibodeau, LAM Director, will not be present, but provides this report to brief the board.

♦ OPTIONS
This is an information item. No action is required.
Alaska's 1967 Purchase Centennial was marked by federal, state and local investment in 42 diverse community projects celebrating 100 years of U.S. sovereignty. Photographs, interviews and narratives trace the genesis, social-economic impact and present-day status of each project, beautifully preserving a slice of Alaskan history. A must for all local and academic collections.

**HARDCOVER AVAILABLE**

$29.95

Taku Graphics  
www.takugraphics.com  
(800) 278.3291
ISSUE
This is a standing report to the board regarding the Division of Teaching & Learning Support.

BACKGROUND
- The CTE Team continues to engage secondary, postsecondary, and industry partners in addressing the “size, scope, and quality” consideration from recent monitoring by the U.S. Department of Education, and the feasibility of a CTE consortium model in addressing that monitoring finding. The team met on October 22-23 in Anchorage with rural secondary, postsecondary, and industry partners, along with a session from the Department of Labor and Workforce Development on the role of apprenticeship in CTE. Further discussion of apprenticeship considerations were set to occur December 2-3 in Anchorage at the Registered Apprenticeship Roundtable. The next CTE Focus Group Meeting is slated for January 14-15 in Anchorage to consider consortia models and possible options that fit with the goals of addressing “size, scope, and quality” while advancing CTE opportunities for all students aligned to state and local priorities for workforce development.

- The Child Nutrition Program has experienced significant growth in federal programs; the Anchorage School District alone received a 17% increase in federal reimbursement from FY14 to FY15 due to changes including providing free lunch to all students who attend schools with high poverty rates. The Child Nutrition Program has been providing technical assistance to districts that have had long-term compliance issues and has been awarded a U.S. Department of Agriculture (USDA) Professional Standards grant, which will complement our technical assistance by providing funding to support a peer-to-peer mentorship program for long-term support on administration of the nutrition programs. Finally, the Child Nutrition Program completed a project to develop recipes using traditional and locally grown or harvested foods that meet USDA nutrition requirements for schools, child care programs, and Head Start agencies. This collection of recipes can be found at https://education.alaska.gov/tls/cnp/cookbook/Make_It_Local.pdf

- The School Health, Safety, and Alternative Education Team has seen unprecedented usage of its eLearning Program by district personnel, with its number of current users now approaching 10,000. The most heavily trafficked courses are Suicide Prevention, Intervention, and Postvention; Mandated Reporting of Child Abuse and Neglect; Domestic Violence and Sexual Assault; and Fetal Alcohol Spectrum Disorders. The team also delivered extensive in-person professional development. The department and the Department of Health & Social Services co-sponsored the 10th Annual School Health and Wellness Institute, during which the department conducted suicide prevention sessions, delivered an intensive School Crisis Response Planning technical assistance event, and facilitated an 8-hour nationally acclaimed Youth Mental Health First Aid training. The department also co-sponsored the Alaska School Counselors’ Conference. At the
Counselors’ Conference, the department sponsored a two-day preconference ASIST training (suicide prevention), conducted a grant writing workshop, and delivered a post-conference training on threat assessment in schools. Finally, the School Health, Safety, and Alternative Education Team provided the technical support to the Alaska Safe Children’s Act Task Force, which has begun its work on generating recommendations to the department regarding age-appropriate model curricula and teacher training materials related to suicide prevention, sexual assault and sexual abuse awareness training and prevention, dating violence and abuse training and prevention, alcohol- and drug-related disabilities training, and alcohol and drug abuse education.

- Ten liaisons from different teams within the department have been working since July building their capacity to prepare for their work reaching out to districts and schools to support school improvement planning. Throughout the year, the liaisons will conduct five outreaches to schools and/or districts. November 1 is the official submittal date for school improvement plans, and during the first three weeks of November the liaisons will be collaboratively reviewing 85 school improvement plans. The depth of review varies depending on each school’s designation: 1-Star, 2-Star, Focus, and Priority schools will receive feedback from liaisons about the content and/or processes of their plan. Prior to reviewing the plans, liaisons conducted their first two outreaches offering support and answering questions about topics such as school improvement funds, the Alaska School Performance Index, Alaska Steps Toward Educational Progress and Partnership (STEPP), and state regulations. After outreach three, which is feedback on plans, there will be two more outreaches throughout the year with the intent of helping schools stay engaged with their plans and providing additional assistance when needed.

- The Elementary and Secondary Education Act and Federal Programs team continues to process and approve district applications for federal funds. This involves review of applications and extensive back and forth dialogue with district staff to move applications to an approvable form. Thirty applications are approved as of November 6. The department intends to award three School Improvement Grants to three Priority Schools in December 2015. These federally funded competitive grants support the implementation of a comprehensive school reform plan designed to increase student performance over the course of up to five years of funding. The three sites selected are Nelson Island Area School (Lower Kuskokwim School District), Anna Tobeluk Memorial School (Lower Kuskokwim School District), and Chevak School (Kashunamiat School District) from among seven schools that applied. Each recipient school is awarded in the neighborhood of $900,000 over five years.

- The Special Education Team has completed FY15 monitoring of twelve districts thus far with five additional districts in the process of receiving technical assistance toward satisfactory completion of the monitoring process. An additional four districts will undergo monitoring this school year.

- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.
♦ OPTIONS
This is an information item. No action is required.
ISSUE
This is a standing report to the board regarding assessment and accountability.

BACKGROUND
- Alaska Measures of Progress (AMP) English Language Arts (ELA) and Mathematics assessments:
  - After several weeks of work with the assessment contractor to ensure the quality and accuracy of AMP results and reports, school, district, and student level reports were made available to superintendents on November 2 and to principals on November 4. Commissioner Hanley held a press conference on November 9 and publicly released assessment results for schools, districts, and the state on the department website.

  - The board will be updated on the timeline for additional release of information including assessment results by subgroup, the Accountability Indicators Report, new Annual Measurable Objective (AMO) targets, and school and district Report Cards.

  - Scores for the 2016 AMP assessments are expected by mid-June. New test items for listening will be field tested but not included in scores for 2016.

  - Performance tasks in ELA and Mathematics will not be field tested in 2015-2016.

- Other assessments in the Comprehensive Statewide System of Assessments are on track for implementation in 2015-2016 as planned.

- Accountability updates for 2015-2016:
  - The department is in the process of drafting revisions to the Alaska School Performance Index (ASPI) to incorporate the results of the new AMP assessments. This will impact both the achievement portion of ASPI as well as the school progress (growth) portion. The revision process will include opportunities for stakeholder review and feedback.

  - The department will submit amendments to the U.S. Department of Education in late January for Principle 2, the State-Differentiated System of Recognition, Accountability, and Support section of the Elementary and Secondary Act Flexibility Waiver. The amendments are required to update ASPI for the new assessments.
• The data management team priority work for November and December is preparing for further release of AMP results by subgroup. The team also is preparing data files for required submission to the U.S. Department of Education for the Consolidated State Performance Report due in mid-December.

• The standards implementation team has been focused on creating resources for the AMP Results Tool Kit and the AMP Implementation Tool Kit for educators to support their understanding of the AMP assessment results and further their implementation of the standards. These resources are available on the Tool Kits tab of the Assessment or the Standards pages on the department website.

• Future work of the assessment unit will be focused on preparing for the peer review process outlined by the U.S. Department of Education to ensure that Alaska’s statewide assessments are valid and reliable. We expect to submit our documentation in late March or early May.

• Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

♦ OPTIONS
This is an information item. No action is required.
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

Agenda Item: 18

♦ ISSUE
This is a standing report from the Attorney General’s Office on education-related legal matters.

♦ BACKGROUND
  • Behind this cover memo is the Assistant Attorney General’s report.
  • Assistant Attorney General Luann Weyhrauch will be present to brief the board.

♦ OPTIONS
This is an information item. No action is required.
MEMORANDUM

TO: Members, State Board of Education and Early Development
From: Rebecca Hattan
Luann Weyhrauch
Assistant Attorneys General
Labor & State Affairs Section
Department of Law

DATE: November 9, 2015
FILE NO.: JU2015200003
TEL. NO.: (907) 465-3600
FAX NO.: (907) 465-2520
SUBJECT: Attorney General’s Report

This memorandum describes the status of current litigation involving the Department of Education and Early Development.

1. **Miebs v. Anchorage School District et al.** Ms. Miebs survived an attempted murder committed by her estranged boyfriend, Nicholas Chamberlain. The attack took place at or near Service High School. Both Ms. Miebs and Mr. Chamberlain were students at Service High School. Prior to attending Service, Mr. Chamberlain attended several other high schools in the state, including Mount Edgecumbe. The complaint names numerous plaintiffs, including the Department of Education and Early Development ("Department"). Plaintiffs’ theory of liability as to the Department is that Mt. Edgecumbe culpably failed to adequately warn Service High School about Mr. Chamberlain's behavioral history. The Department is represented in this matter by Patricia Huna, an attorney in the Torts section of the Department of Law. Trial is currently set for September 2016.

2. **DEC Enforcement Matter related to Contamination at Aniak Middle School.** The Alaska Department of Environmental Conservation (DEC) has identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls (PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as a White Alice Communications System site from 1958 to 1979.

In September 2013, the PRPs, along with their consultants and attorneys,
convened in Anchorage for a mediation aimed at setting the allocation (percentage of responsibility) that each party would bear in a negotiated agreement to share past and future clean-up costs for PCB and TCE contamination. The mediation is a confidential process; it is part of a settlement negotiation. The parties were able to reach a tentative agreement on some issues, but not on others. On April 21, 2015, the PRPs executed an agreement to continue sharing the cost for the operation of the sub-slab-depressurization system and the TCE monitoring program at the site. In August 2015, the parties reached a tentative settlement agreement with DEC in the form of a consent decree. While the consent decree was being circulated for signatures, one party raised a problem with one aspect of the agreement. The parties are currently working to negotiate a resolution of that issue.

3. **Ketchikan Gateway Borough et al. v. State of Alaska.** On January 13, 2014, the Ketchikan Gateway Borough sued the State of Alaska, asking the court for declaratory judgment on several points of constitutional law. The lawsuit argues that the required local contribution component of the Alaska school funding formula violates art. XI, sec. 7, the Alaska Constitution's anti-dedication clause. The lawsuit also alleges that the required local contribution unconstitutionally deprives the Governor of his veto power under art. IX, sec.13. The plaintiffs filed a motion for summary judgment on February 6, 2014. The State filed a cross motion asking for summary judgment in its favor. Oral argument took place in Ketchikan on June 2, 2014. On November 21, 2014, Judge Carey ruled in favor of the Ketchikan Gateway Borough, holding that the required local contribution violated art. XI, sec. 7, the anti-dedication clause. Final Judgment was entered in the superior court. On January 28, 2015, the State appealed the lower court ruling to the Alaska Supreme Court. The plaintiffs filed a cross appeal. The Alaska Supreme Court granted the State’s request for a stay of the superior court’s order during the pendency of the Supreme Court appeal. The briefing process is complete and oral argument took place on September 16, 2015. The matter is currently under advisement.

4. **Appeal by North Slope Borough (NSB) and North Slope Borough School District (NSBSD) of denial by the Department of debt reimbursement eligibility for certain bonds issued by NSB.** On February 20, 2015, the NSB and NSBSD filed an appeal of the Department's determination that certain bonds issued by the NSB for school construction were not eligible for debt reimbursement. As the first step of the appeal process, the commissioner's designee conducted a review of the Department's determination. The designee's decision was issued on March 25, 2015. On April 9, 2015, the NSB and NSBSD requested a formal hearing.

The parties entered into a stipulated schedule and the hearing officer set summary adjudication motion deadlines. In October, the parties entered into a stipulation of facts to be used in connection with summary adjudication motion practice. On November 6, counsel for both parties exchanged a list of witnesses likely to submit affidavits in
connection with motions for summary adjudication. Motions for summary adjudication likely to be filed by the North Slope Borough are due November 20, and cross-motions (which the Department anticipates filing) and oppositions to the motion for summary adjudication are due in late December. The parties anticipate this matter may be resolved on motion practice with a decision likely in February, 2016. Any claims or matters not resolved will be scheduled for a contested hearing in the spring of 2016. The Department is represented in this matter by Janell Hafner, an attorney in the Opinions and Appeals section of the Department of Law.

5.(a) **Illuminations Childcare and Educational Center (Illuminations)**

Appeal of Department Action taken under Child and Adult Care Food Program (CACFP). Appeal within Department. On March 24, 2015, Illuminations submitted a request for administrative review of the department's notice of March 12, 2015. In the March 12, 2015 notice, the department suspended the participation of Illuminations in the CACFP program, proposed to terminate Illumination's agreement, proposed to disqualify Illuminations, and proposed to disqualify its owner and administrator. This notice was sent under CACFP federal regulations due to action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. On April 6, 2015, Illuminations and its owner and administrator requested an administrative review of written materials rather than a hearing. On April 28, 2015, an administrative review official was appointed to conduct the review of written materials under the CACFP federal regulations. The review official issued a determination on May 26, 2015.

5.(b) **Illuminations, LLC, d/b/a Illuminations Childcare and Educational Center, Brenda J. Fuller, and Kimberly J. Danford v. Alaska Department of Education and Early Development.** Appeal to court. On June 17, 2015, Illuminations, et al., filed an appeal in the superior court. On July 16, 2015, the Notice of Appeal was properly served. The agency record was filed on September 14, 2015. The appellants' opening brief is currently due November 16, 2015.

6. **Annette Island School District ("AISD") Administrative Appeal.** On August 18, 2015, the Department received a letter from AISD "requesting an appeal" related to funding for the district's correspondence program. The letter did not comply with the requirements for commencing an appeal under 4 AAC 40.020. On September 11, 2015, the district perfected its appeal. On October 7, 2015, the parties confirmed the terms of a mutually-acceptable settlement that concluded the appeal procedure. AISD agreed to discontinue its correspondence program and partially reimburse the Department for funding that the program had received. AISD may seek approval for another correspondence program in the future.

7. **Professional Teaching Practices Commission (PTPC) Complaint.** On August 24, 2015, the Department filed a complaint with the PTPC against a district
administrator and test coordinator, alleging failure to provide secure and standardized test administration for the Spring 2015 Alaska Measures of Progress, as required by Alaska regulations. The PTPC is currently investigating the complaint.
To: Members of the State Board of Education & Early Development
From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item: 19

♦ ISSUE
This is a standing report to the board by the Commissioner.

♦ BACKGROUND
  • The board will hear a report on the Commissioner’s activities.
  • Commissioner Hanley will be present to brief the board.

♦ OPTIONS
This is an information item. No action is required.
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  

Agenda Item: 20

♦ ISSUE
The board is being asked to approve its consent agenda.

♦ BACKGROUND

• There are 11 items being presented on the consent agenda.

• Behind this cover memo are items 20A through 20K.

20A Approve Strategic Plan
20B Approve Cooperative Services Resolution
20C Approve 70% instruction resolution a) to repeal or b) to change
20D Approve small school size resolution
20E Approve career and college readiness resolution
20F Approve Rilke Schule Charter School
20G Approve Anchorage STrEaM Charter School
20H Approve Minutes of the September 16-17, 2015, meeting
20I Approve Minutes of the October 9, 2015, meeting
20J Approve Minutes of the October 26, 2015, meeting
20K Approve University of Alaska Fairbanks Extension

♦ OPTIONS
Approve the entire consent agenda.
Remove any number of consent agenda items and approve the remainder of the consent agenda individually; address those items removed.
Seek additional information.

♦ ADMINISTRATION’S RECOMMENDATION
Approve the consent agenda.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the board’s Strategic Plan, approval of a cooperative services resolution, approval of a 70% instruction resolution, approval of a small school size resolution, approval of a career and college readiness resolution, approval of an extension of the charter of Rilke Schule Charter School, approval of an extension of the charter of Anchorage STrEaM Charter School, approval of minutes of the September 16-17, 2015, meeting, approval of minutes of the October 9, 2015, meeting, approval of minutes of the October 26, 2015, meeting, and approval of extending the board’s approval of the University of Alaska Fairbanks teacher preparation programs.
ISSUE
The board has had an opportunity to discuss its strategic plan draft and to determine next steps toward its development.

BACKGROUND
- The board held retreats in June and September to begin development of its strategic plan.
- During the retreat in September, the board established three strategic priorities, as well as objectives related to each priority.
- Behind this cover memo is a draft document that identifies the draft priorities and related objectives.
- Chair James Fields will be present to brief the board.

OPTIONS
- Approve the draft strategic plan.
- Revise the draft strategic plan and approve the revised draft.
- Hold the item for further discussion.

SUGGESTED MOTION
I move the State Board of Education & Early Development approve the draft strategic plan.
CURRENT STATE

In partnership with the Department of Education and Early Childhood Development and with support from Governor Walker and state statute, the Alaska State Board of Education will play a vital role in helping set strategic direction for improving statewide student achievement. This strategic shift will tighten alignment between the Board and the Department and improve collaboration and execution of strategic objectives.

MISSION

To ensure quality standards-based instruction to improve academic achievement for all students.
(Adopted September 2003 per Bylaws of the State Board of Education & Early Development)

VISION

The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.
(Adopted September 2003 per Bylaws of the State Board of Education & Early Development)

STRATEGIC PRIORITIES OVERVIEW

1. Empower local control of educational decisions.
2. Modernize the State’s Educational System.
3. Ensure high-quality educators for Alaska’s children.

GUIDING PRINCIPLES

The Alaska State Board of Education & Early Development will:
- Provide leadership that supports high expectations for Alaska’s students and educational system.
- Support ideas and initiatives that are actionable.
- Establish trust and credibility among every stakeholder and partner involved in the process of improving student achievement.
- Be honest and transparent.

STRATEGIC PRIORITIES - DETAIL

Priority #1: Empower local control of educational decisions.

Alaska maintains a strong commitment to local governance of public schools. The Department of Education strives to support districts and to facilitate improvement without unnecessary or intrusive mandates that undermine local governance, while recognizing its responsibility to monitor compliance with State and federal law.

1.1 Facilitate strong partnerships with and among school districts, educational organizations, and other education stakeholders in pursuit of educational excellence.
Priority #1: Consider input and feedback regarding State Board decisions that have local impact. Review existing state mandates to eliminate unnecessary and/or unfunded mandates when possible. Scrutinize and be able to fully justify any additional mandates imposed on school districts.

Priority #2: Modernize the State’s educational system.
Young people learn best when the school system adapts to each student, instead of the student adapting to the system. Expanding beyond one-size-fits-all education to multiple options and increased flexibility can personalize the educational experience to meet individual needs and better prepare students for the workplace or post-secondary education. Innovative approaches to education, including effective use of technology, may help to accelerate customized learning, while cutting costs and expanding opportunity and access to education.

2.1 Increase and incentivize options and flexibility to personalize the educational experience for students.
2.2 Encourage innovative use of technology in order to increase access to high-quality coursework, improve efficiency, and amplify learning.
2.3 Encourage and support innovative approaches to Alaska’s educational challenges.

Priority #3: Ensure high-quality educators for Alaska’s children.
Teachers and school leaders are the two most important in-school factors contributing to student achievement. Every student deserves to be taught by skillful, dedicated teachers. Every teacher deserves the support of skillful, dedicated administrators. The recruitment, retention, and continuous improvement of teachers and administrators is an ongoing challenge for Alaska’s public schools. The State Board of Education & Early Development is committed to partnership and leadership toward ensuring high-quality educators for Alaska’s students.

3.1 Develop state policy strategies for improving recruitment of highly-qualified teachers and administrators.
3.2 Advocate for mentoring/coaching programs to support early-career teachers and administrators.
3.3 Partner with the University of Alaska to support its Revitalizing Education plan to improve teacher preparation, recruitment, and retention.
3.4 Identify partnering opportunities to support ongoing, high-quality professional learning for teachers and administrators.
To: Members of the State Board of Education & Early Development  
From: Mike Hanley, Commissioner  

December 11, 2015
Agenda Item 20B

♦ ISSUE
The board is being asked to consider a resolution encouraging cooperative agreements among school districts

♦ BACKGROUND
  • Alaska Statute 14.14.115 encourages cooperation between school districts to provide more efficient or economical administrative or educational services by providing for a one-time cooperative arrangement grant up to $100,000.
  
  • School districts continue to seek opportunities to cooperate to provide more efficient and economical administrative and educational services.
  
  • Behind this cover memo is a copy of the proposed resolution.
  
  • Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

♦ OPTIONS
Approve the proposed resolution.
Amend the proposed resolution and approve the amended resolution.
Seek more information.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development approve the proposed resolution encouraging cooperative agreements among school districts.
Resolution of the State Board of Education & Early Development

District Cooperation

Resolution __-____

WHEREAS, the Alaska Department of Education & Early Development and Alaska’s school districts intend to provide educational services in the most efficient and economical manner practicable; and

WHEREAS, Alaska Statute 14.14.115 encourages cooperation between school districts to provide more efficient or economical administrative or educational services by providing for a one-time cooperative arrangement grant up to $100,000; and

WHEREAS, school districts continue to seek opportunities to cooperate to provide more efficient and economical administrative and educational services; and

WHEREAS, school districts continue to enter into cooperative agreements to provide more efficient and economical administrative services; and

WHEREAS, school districts enter into cooperative agreements to provide boarding and educational services to secondary students in other districts;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development supports the consideration of providing funding for the one-time cooperative arrangement grants to be administered by the department in amounts up to $100,000, as provided in Alaska Statute 14.14.115.

James Fields, Chair
On behalf of the State Board of Education and Early Development
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item 20C

♦ ISSUE
The board is being asked to consider resolutions supporting either a) the repeal of the statute that requires school districts to spend a minimum of 70 percent of their operating funds on instruction, or b) changing the required percentage of operating funds.

♦ BACKGROUND
- The 70 percent instructional requirement was established in 1998 as a component of the public school funding formula under Senate Bill 36. Districts made concerted efforts to meet the 70 percent requirement.

- The department has identified two patterns that continue to require certain school districts to request a waiver on an annual basis: school districts that have an annual budget of less than $3 million and those that spend more than 20% of their budget on operations and maintenance.

- While districts continue to expend dollars in instructional categories, fixed costs such as building maintenance, heat, insurance, and other necessary items result in approximately 20 to 25 districts applying for waivers each year.

- Behind this cover memo are copies of the proposed resolutions supporting a) repealing or b) changing the statute. The supporting documents for these resolutions are behind the retreat tab.

- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

♦ OPTIONS
Approve one of the proposed resolutions.
Amend a proposed resolution and approve the amended resolution.
Seek more information.

♦ SUGGESTED MOTIONS
[For repeal] I move the State Board of Education & Early Development approve the proposed resolution supporting the repeal of the statutory requirement under AS 14.17.520, Minimum Expenditure for Instruction that requires districts to spend a minimum of 70 percent of their operating fund on instruction, in acknowledgment that a system of accountability directly tied to student achievement is now in place.

[For changing] I move the State Board of Education & Early Development approve the proposed resolution supporting changing the statutory requirement under AS 14.17.520, Minimum Expenditure for Instruction that requires districts to spend a minimum of 70 percent of their
operating fund on instruction, in acknowledgment that a system of accountability directly tied to student achievement is now in place.
Resolution of the State Board of Education & Early Development

Repeal of Minimum Expenditure for Instruction

Resolution __-____

WHEREAS, the State of Alaska now has in place a system of accountability for schools and school districts; and

WHEREAS, the accountability system uses assessments to measure school and school district progress in English language arts and mathematics in subgroups of students and in the student body as a whole in grades 3 through 10; and

WHEREAS, the accountability system is accompanied by regulations specifying actions that schools and districts must take to improve; and

WHEREAS, the Alaska Department of Education & Early Development has in place programs and services designed to assist schools and districts to improve; and

WHEREAS, since 1998 Alaska Statute 14.17.520 requires that at least 70 percent of school districts’ operating fund expenditures be spent on instruction; and

WHEREAS, the districts and department consume staff time each year reviewing districts’ instructional budgets, expenditures and requests for waivers, and preparing an annual report to the legislature; and

WHEREAS, the minimum expenditure requirement also places a burden on the Legislative Budget & Audit Committee to review the districts’ waiver requests; and

WHEREAS, the department has seen that nearly all districts that request waivers are heavily affected by rising fixed costs in necessary non-instructional areas such as heating;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development supports the repeal of the statutory requirement at AS 14.17.520 that requires districts to spend a minimum of 70 percent of their operating funds on instruction, in acknowledgement that a system of accountability directly tied to student achievement is now in place.

James Fields, Chair
On behalf of the State Board of Education and Early Development
Resolution of the State Board of Education & Early Development

Minimum Expenditure for Instruction

Resolution __-____

WHEREAS, the State of Alaska now has in place a system of accountability for schools and school districts; and

WHEREAS, the accountability system uses assessments to measure school and school district progress in English language arts and mathematics in subgroups of students and in the student body as a whole in grades 3 through 10; and

WHEREAS, the accountability system is accompanied by regulations specifying actions that schools and districts must take to improve; and

WHEREAS, the Alaska Department of Education & Early Development has in place programs and services designed to assist schools and districts to improve; and

WHEREAS, since 1998 Alaska Statute 14.17.520 requires that at least 70 percent of school districts’ operating fund expenditures be spent on instruction; and

WHEREAS, the districts and department consume staff time each year reviewing districts’ instructional budgets, expenditures and requests for waivers, and preparing an annual report to the legislature; and

WHEREAS, the minimum expenditure requirement also places a burden on the Legislative Budget & Audit Committee to review the districts’ waiver requests; and

WHEREAS, the department has seen that nearly all districts that request waivers are heavily affected by rising fixed costs in necessary non-instructional areas such as heating and insurance;

WHEREAS, the department recognizes that lowering the minimum expenditure for instruction at AS 14.17.520 would provide compliance and efficiencies for the group of districts annually applying for waivers due to fixed non-instructional costs such as heating and insurance;
THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development supports changing the statutory requirement at AS 14.17.520 that districts spend a minimum of 70 percent of their operating funds on instruction, to __ percent, in acknowledgement that districts request waivers because of fixed non-instructional costs such as heating and insurance, and that a system of accountability directly tied to student achievement is in place.

James Fields, Chair
On behalf of the State Board of Education and
Early Development
To: Members of the State Board of Education & Early Development  

From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item: 20D

♦ ISSUE
The board is being asked to consider a resolution requesting the Alaska Legislature to not change the minimum student count in the school funding formula.

♦ BACKGROUND
- The current foundation funding formula provides funding as a school when a community has an Average Daily Membership (ADM) of 10 students.
- The legislature may consider increasing the minimum student count for school funding from 10 to 25 to reduce state spending on education; this would result in the potential closing of approximately 60 schools.
- Increasing the minimum student count will remove opportunities for rural students and many villages, and disproportionally impact Alaska Native students.
- Behind this cover memo is a copy of the proposed resolution.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

♦ OPTIONS
Approve the proposed resolution.
Amend the proposed resolution and approve the amended resolution.
Seek more information.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development approve the proposed resolution requesting the Alaska Legislature to not change the minimum student count in the school funding formula.
Resolution of the State Board of Education & Early Development

Supporting no change to the minimum student count for school funding

Resolution __-____

WHEREAS, the current funding formula provides funding as a school when a community has an Average Daily Membership (ADM) of ten students; and

WHEREAS, the legislature may consider increasing the minimum student count for school funding to 25 in order to reduce state spending on education; and

WHEREAS, increasing the minimum student count for school funding to 25 would affect nearly 60 schools in over two dozen school districts, with a significantly disparate impact on rural communities and Alaska Natives; and

WHEREAS, a substantial number of the affected students would be elementary and middle school students; and

WHEREAS, the State of Alaska has a constitutional obligation to provide an equitable and adequate education to all Alaska students regardless of where they live; and

WHEREAS, the State of Alaska has the obligation to provide a free appropriate public education to eligible students with disabilities; and

WHEREAS, school closures have additional impacts in small communities;

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development respectfully requests the Alaska Legislature to not change the minimum student count for school funding.

James Fields, Chair
On behalf of the State Board of Education and Early Development
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

Agenda Item: 20E

ISSUE
The board is being asked to consider a resolution supporting statewide availability of career and college readiness assessments.

BACKGROUND
• Recently, when state statute required high school students to take a state-funded career and college-readiness assessment as a condition of graduating, the department worked with schools to be able to provide the SAT and/or ACT in their community.

• The requirement to take a career and college-readiness assessment, and the related state funding, will end on June 30, 2016.

• A copy of the proposed resolution will be distributed at the retreat and at the meeting.

• Elizabeth Nudelman, Director of School Finance, and Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

OPTIONS
Approve the proposed resolution.
Amend the proposed resolution and approve the amended resolution.
Seek more information.

SUGGESTED MOTION
I move the State Board of Education & Early Development approve the proposed resolution supporting statewide availability of career and college readiness assessments.
ISSUE
The board is being asked to approve the application of the Rilke Schule Charter School for a period of ten years, terminating on June 30, 2026. The initial charter was approved in 2007 and renewed in 2010.

BACKGROUND
- On June 22, 2015, the Anchorage School Board approved Rilke Schule Charter School’s reapplication for a period of ten years. At the time of this local approval, Rilke Schule was in year five of a ten-year authorization. However, the lease terms for Rilke Schule’s new school site required a ten-year authorization at the time of occupancy.
- Because this new charter contract was approved by the local school district, it requires consideration of the board as a charter renewal.
- The Overview and Charter School Rating Template are behind the cover memo for Agenda Item 6A.

OPTIONS
Approve the Rilke Schule Charter School application for a period of ten years.
Seek more information.
Deny the application

ADMINISTRATION’S RECOMMENDATION
Approve the Rilke Schule Charter School application for a period of ten years.

SUGGESTED MOTION
I move the State Board of Education & Early Development approve the Rilke Schule Charter School application for a period of ten years.
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item: 20G

♦ ISSUE
The board is being asked to approve the initial application of the Anchorage STrEaM Academy Charter School for a period of three years, terminating on June 30, 2019.

♦ BACKGROUND
• On December 19, 2014, the Anchorage School Board approved the Anchorage STrEaM Academy Charter School application for a period of three years. However, the school did not open in 2015.

• On August 21, 2015, the Anchorage School Board reapproved the Anchorage STrEaM Academy Charter School application for a period of three years, dependent upon the school’s ability to obtain a site commitment by February 15, 2016, and to attract a minimum of 75 students during the March lottery.

• Because this action constitutes a new application, State Board approval is required.

• The Overview and the Charter School Rating Template are behind the cover memo at Agenda Item 6B.

♦ OPTIONS
Approve the Anchorage STrEaM Academy Charter School application for a period of three years.
Seek more information.
Deny the application.

♦ ADMINISTRATION’S RECOMMENDATION
Approve the Anchorage STrEaM Academy Charter School application for a period of three years.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development approve the Anchorage STrEaM Academy Charter School application for a period of three years.
To:    Members of the State Board of Education & Early Development
       September 18, 2015
From: Mike Hanley, Commissioner
       Agenda Item: 20H

♦ ISSUE
The board is being asked to approve the minutes of its September 16-17, 2015, meeting.

♦ BACKGROUND
  • Behind this cover memo are the proposed minutes of the board’s September 16-17 24, 2015, meeting.

♦ OPTIONS
Approve the minutes of the board’s September 16-17, 2015, audioconferenced meeting. Amend the proposed minutes and approve the amended minutes of the board’s September 16-17, 2015, audioconferenced meeting. Seek additional information.

♦ ADMINISTRATION’S RECOMMENDATION
Approve the minutes of the September 16-17, 2015, audioconferenced meeting as presented.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development approve the minutes of the September 16-17, 2015, audioconferenced meeting.
Chair Fields called the meeting to order at 8:06 a.m. The board, staff, and public recited the Pledge of Allegiance. The board approved the agenda. No board member declared a conflict of interest.

Commissioner Hanley and Mt. Edgecumbe High School Superintendent Bill Hutton presented State of Alaska service pins to school staff members Steven Dunn, Stephen Courtright, Andrew Friske, Bernie Gurule, Archie Young, and Dionne Brady-Howard. The Commissioner presented a Governor’s Denali Peak Performance Award to Stan Johnson.

Superintendent Hutton introduced Gil Truitt, a member of the first Mt. Edgecumbe graduating class and a teacher, advisor, and administrator at the school for 33 years. Mr. Truitt described the school as a family and a network that spreads throughout Alaska and the Lower 48.

Dr. Mary Wegner, superintendent of the Sitka School District, spoke about her district’s programs, goals, and achievements, including a five-star school that demonstrates growth among all students.

Public Comment

Dr. Lisa Parady, executive director of the Alaska Council of School Administrators, thanked the board for its retreat on strategic planning and said she looks to the board to set a vision, lead, and partner with school districts. She said there are unneeded and unfunded mandates in state law, including the requirement that at least 70% of a district’s operating funds be spent on instruction.

Monica Goyette, executive director of instruction in the Mat-Su Borough School District, said the Alaska Measures of Progress changes in its third and fourth years. Districts need a constant metric before they can commit to instructional materials. She said that adding performance tasks to the Alaska Measures of Progress will increase the number of testing days, making it difficult to test all students in a grade on the same day, and adding a burden to correspondence families. Testing costs districts to have substitutes. She also was concerned that the department’s terms for achievement levels in the Alaska Measures of Progress do not clearly show that some students are far below proficient.

Christie Reinhardt of the Governor’s Council on Disabilities and Special Education said the proposed regulation regarding diagnoses of fetal alcohol spectrum disorders is not broad enough to include all nurse practitioners who are capable of making such a diagnosis. She recommended that pediatric nurse practitioners be included. She also said nurse practitioners should be allowed to diagnose attention deficit disorders and attention deficit hyperactive disorders.
Tom Gamble of the First Alaskans Institute said school districts don’t recognize students’ tribal memberships, and race is an issue in schools. He spoke about the ANDORE project, the Alaska Native Dialogues on Racial Equity, and asked the board to become involved.

Posie Boggs of the Literate Nation Alaska Coalition said the department should not replace separate reading and writing assessments with an English language arts assessment. She wants the department to report separate student scores for reading and writing. Without that data, parents won’t have the data needed to determine eligibility for special education.

Marilyn Pierce-Bulger, a nurse practitioner who owns a fetal alcohol spectrum disorders referral agency in Anchorage, agreed with Christie Reinhardt’s recommendations regarding the diagnosis of fetal alcohol spectrum disorders.

Barb Chambers of a fetal alcohol spectrum disorders referral agency in Anchorage agreed with Christie Reinhardt’s recommendations regarding the diagnosis of fetal alcohol spectrum disorders.

Michael Baldwin agreed with Christie Reinhardt’s recommendations regarding the diagnosis of fetal alcohol spectrum disorders.

Jayme Ellerbe of a fetal alcohol spectrum disorders referral agency in Anchorage agreed with Christie Reinhardt’s recommendations regarding the diagnosis of fetal alcohol spectrum disorders.

Clayton Holland of the Alaska Council of Administrators of Special Education agreed with Christie Reinhardt’s recommendations regarding the diagnosis of fetal alcohol spectrum disorders.

Dr. Matt Hirschfeld, a pediatrician in Anchorage, agreed with Christie Reinhardt’s recommendations regarding the diagnosis of fetal alcohol spectrum disorders.

David Nees opposed the repeal of regulations related to the expenditure of school funds for elections. It should be legal for school boards to pass resolutions related to elections, but school funds should be used in the classroom. He also said proposed regulations regarding testing for teacher certification should apply to administrators as well.

Daniel Gugala of the Crisis Prevention Institute, referring to Mt. Edgecumbe High School’s proposed policy on restraint and seclusion, said it should require at least annual training. Debriefings after incidents should include students and staff.

**Work Session**

**Agenda Item 2A. Mt. Edgecumbe High School social studies curriculum.** Teachers presented an overview of the school’s social studies courses and goals. They said that world history and global issues courses are electives. They explained the hours spent in a one-semester course. Sue
Hull suggested they consider an ongoing curriculum review rather than a six-year cycle. Alec Burris said world history should be a required course.

**Agenda Item 2B. Mt. Edgecumbe High School math curriculum.** Teachers presented an overview of the school’s math curriculum, which consists of the state’s math standards, and students’ increasing participation in advanced math courses, the use of response-to-intervention labs, and a relationship with the Alaska Native Science and Engineering Program.

**Agenda Item 1. Strategic planning.** This agenda item was taken out of order to accommodate the previous presentations by Mt. Edgecumbe teachers. Chair Fields said the board is interested in relieving school districts of mandates. Sue Hull said the board should restore the objective of having a culture of collaboration with districts. Chair Fields thanked the people who responded to the board’s recent survey for its strategic plan.

**Agenda Item 3. Mt. Edgecumbe High School restraint and seclusion policy.** Mt. Edgecumbe Superintendent Bill Hutton said the draft policy addresses the concerns raised in public comments. Assistant Attorney General Luann Weyhrauch said the policy is bound by state statute, which includes a training schedule. The school can add participants to an incident debriefing.

**Agenda Item 4. Carl Perkins plan.** Dr. Susan McCauley, Director of Teaching & Learning Support, reviewed the department’s plan to amend the state’s Carl Perkins plan, in keeping with recent federal monitoring.

**Agenda Item 5. Briefing on the Alaska Measures of Progress.** Dr. Susan McCauley, Director of Teaching & Learning Support, noted new information on the department’s PowerPoint presentation related to the Alaska Measures of Progress (AMP).

Chair Fields said it would be hard for parents to take assessment results seriously if the department uses the term “partially meeting standards” for achievement Level 1 and 2. Dr. McCauley said the department will provide information to parents and educators about how to interpret AMP results, including details about what skills and knowledge students have at a particular achievement level. School districts can provide their own explanations of achievement levels if they want to. Proficiency on the former Standards Based Assessment (SBA) does not mean the same as proficiency on AMP because AMP is more rigorous. Using the same terms for the SBA and AMP could lead people to inaccurately compare results from them, she noted.

In response to a public comment, Margaret McKinnon, Director of Assessment & Accountability, said that Alaska’s English language arts standards are one set of standards and therefore they are assessed in one test. However, students’ results are broken down into subscores for reading for information, reading literature, and writing.

**Agenda Item 6A. Use of school funds in elections.** Marcy Herman, Legislative Liaison, reviewed the proposed regulation to repeal regulations regarding use of school funds in elections. Statute and regulations for the Alaska Public Offices Commission govern the issue.
Agenda Item 6B. Challenging of courses. Marcy Herman, Legislative Liaison, reviewed the proposed regulations, in keeping with a new state law, to require school districts to offer only students in grades 9-12 the opportunity to challenge courses by demonstrating mastery of the material.

Agenda Item 6C. Diagnosis of fetal alcohol spectrum disorders. Commissioner Hanley said the language for the proposed regulation was provided by the state’s chief medical officer. Board members expressed concern that the proposed regulation could be too broad, allowing untrained people to diagnose fetal alcohol spectrum disorders.

Agenda Item 6D. Early literacy screening. Commissioner Hanley said the legislature has removed funding for early literacy screenings and therefore the department has proposed a regulation to no longer require school districts to give such screenings.

Agenda Item 6E. Teacher certification. Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification and Education, reviewed the proposed regulations. Asked about the proposed regulations creating barriers, she said university teacher preparation programs already require their students to take content area exams. Alaska also accepts content area exams from other states. It costs about $180 to $200 for a basic competency exam and $200 for a content area exam. Kathleen Yarr said teachers should be able to use a variety of courses to meet new training requirements mandated by the legislature.

Agenda Item 6F. Participation guidelines. Margaret McKinnon, Director of Assessment & Accountability, reviewed the proposed regulation to adopt the department’s assessment participation guidelines dated December 2015, which includes accommodations for a computer version of an English language learner exam.

Agenda Item 7A. College and career readiness assessments. Margaret McKinnon, Director of Assessment & Accountability, reviewed the proposed regulations. The state’s requirement that students take a college and career readiness assessment as a condition of graduation ends June 30, 2016. The proposed regulations allow students who did not take a college and career readiness assessment while in high school to take one later and receive a diploma. Board members discussed the effect on rural students of the state’s repeal of the college and career readiness assessment and elimination of related funding.

Friday, September 18

Work session continued


Business meeting

Agenda Item 9A. Use of school funds in elections.
Barbara Thompson moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.135 regarding Use of school funds in elections. The board approved the motion unanimously.

Board members discussed whether the department should provide a courtesy response to all public comments, to note that the comment was received. Deputy Commissioner Les Morse said the board would need to change its bylaws.

**Agenda Item 9B. Challenging of courses.**

Barbara Thompson moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.065 regarding challenging courses for students in grades 9-12 for course credit. The board approved the motion unanimously.

**Agenda Item 9C. Diagnosis of fetal alcohol spectrum disorders.**

John Harmon moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 52.130 Criteria for determination of eligibility. The board approved the motion unanimously.

**Agenda Item 9D. Early literacy screening.**

Sue Hull moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 06.713 Early Literacy Screening. The board approved the motion unanimously.

**Agenda Item 9E. Teacher certification.**

Barbara Thompson moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 04.210 Highly qualified teachers, 4 AAC 12.300 Certification of teachers, 4 AAC 12.305 Teacher certificate, 4 AAC 12.307 Acceptance of educator preparation programs, 4 AAC 12.308 Approval of in-state educator preparation programs, 4 AAC 12.310 Designation and qualifying scores of teacher competency examination, 4 AAC 12.315 Teachers holding regular or advanced Type A certificates on September 29, 2005, 4 AAC 12.320 Alaska teacher performance review standards; reconsideration, 4 AAC 12.330 Endorsement requirements for teachers providing special education, 4 AAC 12.345 Administrative certificate (Type B); provisional certificate (provisional Type B), 4 AAC 12.346 Type B limited certificate, 4 AAC 12.347 Special education administrator certificate (Type F); provisional certificate (provisional Type F), 4 AAC 12.355 Special service certificate (Type C); provisional Type C, 4 AAC 12.360 Advanced special services certification (Advanced Type C certification), 4 AAC 12.370 Limited certificate (Type M), 4 AAC 12.372 Limited career or technical education certificate (Type M), 4 AAC 12.375 Limited certificate for instructional aide continuing teacher education program, 4 AAC 12.380 Retired teacher certificate (Type R), 4 AAC 12.390 Early childhood education certificate (Type
E), 4 AAC 12.395 Teacher endorsements, 4 AAC 12.396 Addition or removal of endorsements, 4 AAC 12.397 Mandating training requirements, 4 AAC 12.400 Emergency special services certificate (emergency Type C), 4 AAC 12.405 Renewal of certificates, 4 AAC 12.407 Content area examinations), and 4 AAC 12.900 Definitions. The board approved the motion by a 6-1 vote, Kathleen Yarr voting no.

**Agenda Item 9F. Participation guidelines.**

John Harmon moved and Kathleen Yarr seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.775, Statewide assessment program for students with disabilities. The board approved the motion unanimously.

**Agenda Item 10A. College and career readiness assessments.**

Sue Hull moved and Kenny Gallahorm seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.076 Determination of school age, 4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement, 4 AAC 06.723 Rare or unusual circumstances, and 4 AAC 06.790 Definitions. The board approved the motion unanimously.

**Agenda Item 11. Teaching & Learning Support.** Board members discussed the effects of budget cuts on the department.

**Agenda Item 12. Assessment.** Margaret McKinnon, Director of Assessment & Accountability, reviewed the upcoming field test of performance tasks on the Alaska Measures of Progress. Board members discussed the Mat-Su district’s concerns expressed in public comment.

**Agenda Item 13. Budget.** Deputy Commissioner Les Morse reviewed the budgetary impacts from the legislature’s special session. Board members discussed ways to make budget documents clearer to the public. The department provides very detailed documents to the legislature, Mr. Morse said. Sue Hull discussed the board’s role in making budgetary recommendations. She wants the board to be better informed and to provide recommendations.

**Agenda Item 15. Mt. Edgecumbe High School.** Principal Bernie Gurule introduced students who presented on a Chinese language and culture program, a Sea tech class, and a robotics program. Board members expressed enthusiastic appreciation for the reports. The school presented a video about its residential program.

**Agenda Item 16. Libraries, Archives & Museums.** Linda Thibodeau, Director of Libraries, Archives & Museums, reviewed progress on the Father Andrew P. Kashevaroff Building construction project and talked about programs such as the Statewide Library Electronic Doorway, the Alaska Digital Archives, Live Homework Help, and the division’s new publication, The View from the Future.
Agenda Item 17. Attorney General’s report. Assistant Attorney General Luann Weyhrauch spoke about the board’s bylaws regarding public notice and public comment.

Agenda Item 14. Rural education report. (Taken out of order.) Commissioner Hanley noted that Rural Education Coordinator Chris Simon accepted a new position. The Commissioner reviewed upcoming rural events that he will attend.

Agenda Item 18. Commissioner’s report. Commissioner Hanley spoke about messaging the Alaska Measures of Progress among business and Native organizations. The Commissioner spoke about possible board resolutions concerning the size of small schools as a factor in the state’s school funding, and concerning the desirability of maintaining statewide student access to college and career-readiness assessments. A number of board members had asked that these topics be brought to the board at a future meeting.

Agenda Item 19. Consent agenda. The board removed Agenda Item 19B and approved the rest of the consent agenda unanimously.

Agenda Item 19B. Minutes of the August 24, 2015, meeting. John Harmon amended the minutes to include his concerns about adopting new regulations related to teacher evaluation before Congress reauthorizes the Elementary and Secondary Education Act. The board approved the amended minutes unanimously.

Board comments

Lt. Colonel Nall thanked the board.

John Harmon praised Mt. Edgecumbe High School and thanked the department. He expressed disappointment that the state will eliminate funding for college and career readiness assessments.

Dr. Keith Hamilton thanked Mt. Edgecumbe High School and the department. He said students need access to SAT, ACT, and WorkKeys assessments. He expressed concern about broadband and about student attendance.

Kenny Gallahorn praised Mt. Edgecumbe High School. He said the board should not place extra barriers on teachers. The SAT and ACT are needed in rural schools.

Barbara Thompson thanked Mt. Edgecumbe High School and members of the public who provided comments.

Sue Hull praised Mt. Edgecumbe High School and the department. She said the board’s strategic plan can make a difference. She asked if the department could provide documents to help the board understand the department’s budget.

Chair Fields thanked Sitka and Mt. Edgecumbe high School and invited board members to attend the conference of the Association of Alaska School Boards in November.
The meeting adjourned at 3:05 p.m.
To: Members of the State Board of Education & Early Development Date: December 11, 2015

From: Mike Hanley, Commissioner

Agenda Item: 20I

♦ ISSUE

The board is being asked to approve the minutes of its October 9, 2015, audioconferenced meeting.

♦ BACKGROUND

- Behind this cover memo are the proposed minutes of the board’s October 9, 2015, audioconferenced meeting.

♦ OPTIONS

Approve the minutes of the board’s October 9, 2015, audioconferenced meeting.
Amend the proposed minutes and approve the amended minutes of the board’s October 9, 2015, audioconferenced meeting.
Seek additional information.

♦ ADMINISTRATION’S RECOMMENDATION

Approve the minutes of the October 9, 2015, audioconferenced meeting as presented.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the minutes of the October 9, 2015, audioconferenced meeting.
Chair Fields called the meeting to order at noon. Chair Fields, First Vice-Chair Hull, John Harmon, Dr. Keith Hamilton, Alec Burris and Lt. Col. Nall were present. Members and staff pledged allegiance to the flag. The board adopted the agenda unanimously. There were no conflicts of interest.

Commissioner Hanley summarized the process by which Alaska adopted new standards in 2012 and contracted with the Achievement and Assessment Institute to provide assessments, with reference to the participation of Alaska educators at each stage.

**Public Comment**

Dr. Deena Paramo, superintendent of the Mat-Su Borough School District, said assessment data should advance learning; standardized testing does not equate to better learning or accountability. Schools need relevant, actionable information about student achievement. The department should wait for the reauthorization of the Elementary and Secondary Education Act before taking action.

Dave Herbert, superintendent of St. Mary’s School District, said his community has serious concerns about the Alaska Measures of Progress. The student-level reports for the assessment are extremely vague and don’t provide useful information to guide instruction; the reports don’t tell which specific standards are met or not met.

Patrick Mayer, superintendent of the Wrangell School District, said he supports high standards but the Alaska Measures of Progress is not working for his district. Administering the assessment takes up a huge amount of time, placing an undue burden on school districts.

David Nees said he supports the Alaska Measures of Progress and the proposed cut scores for the achievement levels. But he is concerned that the written public comment did not affect the department’s recommendation to adopt the scores. He said the department should consider making changes in response to concerns about not having separate reading and writing assessments and a reference to foreign-born students in regard to limited English proficient students.

Kevin Shipley, superintendent of the Kake School District, referred to a letter from 18 Alaska superintendents. The Alaska Measures of Progress provides limited information; the data doesn’t allow for comparisons with other states; the assessment focuses on college entrance skills; it takes several days to administer; and districts had to develop new models for evaluating teachers partly based on student growth, but the assessment won’t provide that information for several years. He said districts already assess students; the state should not continue with its assessments.
[In response to a board member’s question, Assistant Attorney General Luann Weyhrauch clarified that only oral comments are allowed at the meeting.]

Rep. Lori Reinbold said the board should accept oral and written comments at its meetings. She expressed concern about Alaska’s standards, the Alaska Measures of Progress, and the process of setting the ranges of scores for the achievement levels. She said the department should slow down its implementation of standards and assessments. State statute does not allow the state to spend money on standards that are based on the Common Core. She was concerned that the ANSWERS data project violates privacy rights in the Alaska Constitution. She urged the board to vote against the proposed regulation.

Dr. Lisa Parady, executive director of the Alaska Council of School Administrators and the Alaska Superintendents Association, said the department’s communication with districts is marred; the department should collaborate with peers. She asked that a working group of superintendents be consulted in advance of decisions being made.

[Dr. Hamilton left the meeting at 12:30 p.m. Second Vice-Chair Thompson joined the meeting at 12:45 p.m.]

Bob Crumley, superintendent of the Chugach School District, said educators embrace accountability but have concerns about the time spent on assessment and the assessment’s low returns, because the student reports provide little specific information about each student that would guide instruction. He said the Alaska Measures of Progress marginalizes career and technical education.

Taryn Luskleet said she was concerned about the direction of Alaska education. She asked why the department proposes to repeal its regulations about spending funds on elections and why it has eliminated separate tests for reading and writing. The state forbids spending funds on the Common Core, which Alaska’s standards are. The participation guidelines for assessments should include a section on opting out. There should be a proper study of the reliability of the Alaska Measures of Progress; why are teacher evaluations tied to the assessment? Why don’t the assessment’s student reports produce useful data? Why add performance tasks to the assessment if it doesn’t produce useful data? Data from the Alaska Measures of Progress should not go to the ANSWERS data collection project. Adaptive tests discriminate against minorities. The cut scores are set high and are unfair.

Abby Hall, a home educator on the Kenai Peninsula, said Alaska’s standards are the same as the Common Core, which represents an overreach by the federal government. Students shouldn’t be tracked personally. Alaska’s standards contain a worldview based on humanism and the Muslim Brotherhood.

Ed Gray of Sitka agreed with others’ testimony. He doesn’t have confidence in the direction of Alaska education, the Alaska Measures of Progress, data security, and Alaska’s standards.

Work Session
Agenda Item 1A. Assessment Achievement Level Scores. Margaret MacKinnon, Director of Assessment & Accountability, provided the background to the proposed regulation, referencing the strands assessed by the Alaska Measures of Progress and the future availability of interim assessments that will provide significant information to teachers about student achievement in individual standards. The Alaska Measures of Progress is a summative assessment that provides scores overall and in strands. The assessment’s questions are complex and cover claims rather than specific standards. The Alaska Measures of Progress assesses standards that are grouped together and interwoven. Subscores on the student reports are intended to address concerns about empirical data.

In response to board questions about MAP (Measures of Academic Progress), Commissioner Hanley said MAP and the Alaska Measures of Progress have value for different reasons. Alaska needs some sort of statewide dipstick to check on academic achievement and to compare schools. Marianne Perie, project director of the Alaska Measures of Progress, said MAP does not assess students in their ability to explain and interpret topics in the assessment. MAP doesn’t have the depth of the Alaska Measures of Progress.

Board members and staff discussed the consequences of not adopting the proposed regulation and of releasing to districts the raw scores of students.

Business Meeting

Agenda Item 2A. Student Accountability and Educator Accountability.

Second Vice-Chair Thompson moved and First Vice-Chair Hull seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.737 Standards-based test, 4 AAC 06.739 Assessment achievement level scores, 4 AAC 06.775 Statewide assessment program for students with disabilities, 4 AAC 06.815 Annual measurable objectives, 4 AAC 06.820 Participation, 4 AAC 06.899 Definitions, 4 AAC 33.421 Correspondence study program requirements, 4 AAC 33.426 Core course requirements, 4 AAC 34.090 Definitions.

John Harmon said that despite potential flaws the cut scores were reached with openness and integrity. But he has heard concerns that the achievement levels are broad and imprecise and don’t measure if a student is at grade level. Other concerns: Is the assessment system the best for Alaska; publicizing the assessment results may add undue pressures on schools; the assessment doesn’t relate to instructional improvement; and the department is moving too fast, given the possible reauthorization of the Elementary and Secondary Education Act. He will vote no.

First Vice-Chair Hull said cut scores make the raw scores meaningful, but asked if the Alaska Measures of Progress the right assessment vehicle.

Second Vice-Chair Thompson said the department should make improvements collaboratively with stakeholders but the board needs to move forward with cut scores.
Voting yes were Alec Burris, Second Vice-Chair Thompson, First Vice-Chair Hull, and James Fields. Voting no were John Harmon and Lt. Col. Nall. The motion carried 3-1.

**Board Comments**

Alec Burris said he will attend a meeting of the Alaska Association of Student Government. He is glad the board approved the regulation.

Lt. Col. Nall said the department needs to listen to what superintendents say and work collaboratively with them.

Second Vice-Chair Thompson said she appreciated the board’s discussion.

John Harmon said he appreciated the process of asking and answering questions.

First Vice-Chair Hull thanked the department and thinks the discussion has been useful.

Chair Fields said setting the cut scores isn’t a reason to slow down the process, but there may be an opportunity in the future to slow it down.

The board adjourned at 2:45 p.m.
To: Members of the State Board of Education & Early Development

From: Mike Hanley, Commissioner

Agenda Item: 20J

December 11, 2015

♦ ISSUE
The board is being asked to approve the minutes of its October 26, 2015, audioconferenced meeting.

♦ BACKGROUND
• Behind this cover memo are the proposed minutes of the board’s October 26, 2015, audioconferenced meeting.

♦ OPTIONS
Approve the minutes of the board’s October 26, 2015, audioconferenced meeting.
Amend the proposed minutes and approve the amended minutes of the October 26, 2015, audioconferenced meeting.
Seek additional information.

♦ ADMINISTRATION’S RECOMMENDATION
Approve the minutes of the October 26, 2015, audioconferenced meeting as presented.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development approve the minutes of the October 26, 2015, audioconferenced meeting.
First Vice-Chair Sue Hull, serving as acting chair, brought the meeting to order at noon. Lt. Col. Nall and Chair James Fields were absent. Members and staff pledged allegiance to the flag. John Harmon moved to approve the agenda and Kathleen Yarr seconded the motion, which passed unanimously. There were no conflicts of interest.

Public Comment

David Nees of Anchorage said the board has history of granting nearly all 70/30 waivers because of economic hardship. He urged the board to look at administrative costs. [“70/30” refers to the state requirement that districts budget and spend at least 70% of their operating funds on instruction.]

Patrick Mayer, superintendent of the Wrangell School District, opposed the 70/30 requirement. There are too many variables affecting a budget, such as fuel costs and teacher retirements.

Business Agenda

Agenda Item 1. School District Budget Waiver Requests.

Commissioner Hanley briefly stated the topic.

Elizabeth Nudelman, Director of School Finance & Facilities, recommended that the board approve the requested waivers. Ms. Nudelman reviewed the statute, the consequences of not approving a waiver, the communication between the department and districts, the process of reviewing budgets, and historical data. In response to a question, she said there are no issues the board should be aware of.

Barbara Thompson moved and Kathleen Yarr seconded the following motion: I move the State Board of Education & Early Development approve the district waiver requests for 70% minimum expenditure for instruction requirement for Fiscal Year 2016 for the following school districts: Alaska Gateway, Bristol Bay Borough, Chatham, Copper River, Hoonah City, Hydaburg City, Iditarod Area, Kake City, Kashunamuit, Klawock City, Lake and Peninsula, Nome, North Slope Borough, Northwest Arctic Borough, Pelican City, Pribilof, Saint Mary’s, Skagway, Southeast Island, Tanana City, Wrangell, Yakutat, Yukon Flats, and Yupiit.

John Harmon said he appreciated the board’s packet. Running a small school is tough on a budget. His school’s instructional costs are 61%. Heat and liability costs are high, and administrative costs are part of economy of scale. All the districts’ budgets looked very good.
Acting Chair Hull asked Commissioner Hanley to address whether the 70/30 process has been helpful to districts.

Commissioner Hanley said the board once supported removal of 70/30, but one year members had concern about waivers for three districts. In one case, the board didn’t see that meeting the 70% threshold was beyond the scope of the district. The board didn’t grant the waiver, and the district then worked with a management team on its budget.

Acting Chair Hull said the board should look at whether 70/30 is necessary. Commissioner Hanley said it would be addressed at the board’s meeting in December.

The motion passed unanimously.

**Board Comments**

John Harmon commended the department for its efforts during the rollout of the Alaska Measures of Progress. Acting Chair Hull agreed.

Kenny Gallahorn moved and Kathleen Yarr seconded a motion to adjourn. It passed by unanimous consent. The board adjourned at 12:45 p.m.
To: Members of the State Board of
Education & Early Development

From: Mike Hanley, Commissioner

December 11, 2015

Agenda Item: 20K

♦ ISSUE
The board is being asked to extend the approval of the University of Alaska Fairbanks
(UAF) School Of Education’s educator preparation program for one additional year,
and to support the UAF School of Education’s effort to extend its National Council for
Accreditation of Teacher Education (NCATE) accreditation for an additional year.

♦ BACKGROUND
In July 2013, NCATE and the Teacher Education Accreditation Council were
consolidated to become the Council for the Accreditation of Educator Preparation
(CAEP). At this time, CAEP is the only national accrediting body for educator
preparation programs.

Currently, through 4 AAC 12.308, the board grants approval of educator preparation
programs in Alaska on a seven-year cycle and requires educator preparation programs
to substantially meet the NCATE standards.

The state board is considering transitioning from NCATE to CAEP accreditation
standards for the approval of Alaska educator preparation programs.

NCATE most recently accredited the UAF School of Education in 2008. This
accreditation, as well as state approval, are scheduled to expire in spring 2016. In order
to maintain national accreditation, UAF will need to seek CAEP accreditation.
Depending on the actions of the board, UAF also may need to seek CAEP accreditation
to maintain its state approval.

Because of a recent change to UAF School of Education leadership and because of the
more rigorous requirements of the new CAEP Standards for Accreditation, the UAF
School of Education is requesting support from the board for a one-year extension of its
current NCATE accreditation.

A one-year extension would allow the UAF School of Education to maintain national
accreditation while having additional time to prepare for CAEP accreditation.

By extending the UAF School of Education’s state-approval for one additional year, the
board will demonstrate its support of the UAF School of Education’s request for an
extension of NCATE accreditation through spring 2017.

Behind the cover memo for Agenda Item 7 is the letter from Michael K. Powers, UAF’s
Interim Chancellor, requesting the support for the UAF School of Education.
♦ OPTIONS
Approve the extension of the educator preparation program approval for the University of Alaska Fairbanks through the spring of 2017.
Seek more information.
Deny the extension.

♦ ADMINISTRATION’S RECOMMENDATION
Approve the extension of the educator preparation program approval for the University of Alaska Fairbanks through the spring of 2017.

♦ SUGGESTED MOTION
I move the State Board of Education & Early Development extend the University of Alaska Fairbanks School of Education’s approval through spring 2017 and support the UAF School of Education’s efforts to extend its current NCATE accreditation for one additional year.